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ABSTRACT

This guide suggests how to deliver a 33-hour literacy tutor/instructor training and certification program. Each of the 11 3-hour sessions is outlined and resource and audiovisual materials are listed. The guide is designed so that each facilitator can adapt the training program to fit local needs by developing activities and collecting samples relevant to the local community. Introductory materials include information on delivering the program. Components of each session include a list of resource needs (handouts, equipment, audiovisual materials) and an outline of all activities. Session topics are as follows: adult literacy, basic education, and academic upgrading in the community, workplace, or institution; some things that are known about reading; some things that are known about writing; finding out what people want or need to know; review of informal assessments and level A (from chapter 5 of the related guide) and use of learning activities; review of level B and use of learning activities; review of level C, use of learning activities, and responding to writing; review of level D, working with groups, and publishing; what to do if there does not seem to be much progress; some things that are known about math; and practicum reports and training package evaluation. Overhead transparency masters and handouts, arranged by session, are provided at the back of the guide. (YLB)

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FACILITATOR'S GUIDE FOR TRAINING TUTORS AND INSTRUCTORS

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Facilitator's Guide for Training Tutors and Instructors

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Nova Scotia
Department of
Advanced Education
and Job Training

Introduction

This guide suggests how to deliver the 33-hour tutor/instructor training and certification program. Each of the eleven three-hour sessions is outlined and all resource and audio-visual materials are listed.

The guide is presented with the understanding that each facilitator will need to adapt the training program to fit the needs and wants of the community in which the program will be delivered. This means that the facilitator should endeavour to develop activities and collect samples that are relevant to the local community.

The training program works best when it is:

- **flexible**
  The program should be offered at a time convenient for participants. This often means during the evening or on weekends.

- **participatory**
  Participants should have an opportunity to raise questions, offer suggestions and make presentations.

- **community oriented**
  The program samples and workshop activities should reflect the needs and wants of the local community. This community may be a workplace, an institution, a geographical area, or a cultural/racial group.

- **accessible**
  The program should be offered at a comfortable location that is accessible to all members of the community. This may be a community centre, school, community college, library, church, or local industry.

- **on-going**
  Tutors, teachers and instructors need on-going support and coordination. The training program can be an integral part of this support, but it should not be seen as an end in itself. The facilitator should provide an opportunity for local program coordinators to share information about their programs.

Delivering the program

The eleven workshops can be offered in several ways:

- a full week of inservice training
- one or two sessions a week during the day, evening or weekend
- blocks of training - two or three sessions at various times

The trainer should hold an information session before the training is offered to explain the workshop program and to plan when and where the training will be offered.

Trainers should consider the following when preparing and delivering each of the workshop sessions:

Before the session:

- review workshop guide
- review tutor/instructor handbook
- think about your audience: Will the session meet their specific needs?
- gather ideas and modify session
- select activities and materials
- preview video/audio/overheads
- copy handouts
- examine workshop location: check equipment needs
- organize room and seating arrangements
- check a/v equipment

During the session:

. explain session outline

. review previous session

. explain each activity and its purpose

. speak to the whole group

. address people by name

. work with small groups; don't just watch them

. evaluate the group's response to activities and presentations

. include everyone in group discussions

. stand so people can see the flip chart and overhead projector

. introduce video and audio segments

. speak clearly

After the session:

. ask questions: Did you achieve session goals?
Did people understand session goals?
What worked? What didn't work? Why?
What will you do differently the next time you deliver the session?

. consider how the success of the workshop was affected by:

- the way groups were organized
- individual member's contributions
- your contribution
- the equipment, materials and other resources
- the session activities

. plan for the next session:	What do you need to review next session? What concerns do you need to address next session?

. read and respond to journals/practicums

Responding to journals and practicums

The journals provide participants with an opportunity to raise questions, comment on the sessions and discuss points of view. The journals allow the facilitator to communicate with all members of the group and, in so doing, develop a better understanding of each participant's needs and concerns. The facilitator should respond to the journals in a supportive manner. People do not want to be corrected. They do, however, appreciate feedback that is honest and to the point.

The practicums give participants an opportunity to practice the informal assessment procedures and activities introduced during the workshop sessions. Again, the facilitator should provide positive and sincere feedback. Rather than writing "good work" or "good idea", the facilitator should expand on these remarks by indicating what made that portion of the practicum "good".

The journals and practicums require a fair amount of work from participants. The facilitator should acknowledge this work in his/her comments.

A register for recording completion of journals and practicums is included on the following page.

Tutor and Instructor Training Program

Record of Attendance, Journals and Practicums

Location: ____________________

Date: ____________________

Name	Attendance by Session											Journals				Practicums		
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	1	2	3

Session 1: Adult literacy, basic education and academic upgrading in your community, workplace or institution

Session 1: Adult literacy, basic education and academic upgrading in your community, workplace or institution

Resource needs

Hand-outs

- *Tutor/Instructor Training and Certification Program Handbook*
- Workshop outline
- Description of practicums
- Ice breaker - *Bingo* game
- Article - *Plain Talk on Stereotypes*

Equipment

- VCR
- Television
- Extension cord
- Flip chart stand and paper
- Overhead projector

Audio-visual materials

- Video: *Don't Call Me Stupid* (Magic Lantern Film Distributers Ltd.)
- Overhead: *Three Things That Impact on Learning*

Other resources

- Report: *Adult literacy, basic education and academic upgrading: The role of the Community College*
- Calendar for scheduling future sessions
- Markers
- Masking tape

Welcome - 5 min.

Overview of workshops and training program - 5 min.

The facilitator will circulate and explain the workshop outline and description of practicums. Participants will briefly look through the training manual and note the two sections - the chapters and the activities. The facilitator will indicate that the manual is provided free of charge to those who complete the training program.

Ice breaker - *Bingo* - 15 min.

The facilitator will circulate a copy of the *Bingo* game (page 186 in the Handbook) to each participant. Each person then asks another member of the group one question on the sheet. If the person answers "yes" to the question, that individual signs his/her name. If the person answers "no", the questioner must go to someone else to ask the next question. The first person to complete a bingo line horizontally, vertically or diagonally shouts "Bingo". The game can then be continued by playing full card bingo where a person must have all the squares signed. In this case, the questioner may ask as many questions as she/he likes no matter if the response is yes or no.

Introductions - 10 min.

Participants will introduce themselves and briefly explain why they are taking the training program and what they hope to gain from the program.

Three things that impact on learning - 5 min.

The facilitator will use the overhead, *Three Things That Impact On Learning*, to illustrate the training program philosophy. The facilitator should point out that each of the three elements will be discussed during the workshop program.

Good and bad learning experiences - 45 min.

The facilitator will divide the group into smaller groups. In the small groups, participants will tell each other of one positive and one negative learning experience. Each group will then pick one negative and one positive experience from those presented and, using flip chart paper, draw or write about these experiences.

The groups can consider these questions -

- Where did this take place?
- What were you trying to learn?
- What happened?
- Why do you suppose this happened?
- How did you feel?
- What, if anything, did you do?
- What might you have done?

Each group will explain the results to the whole group. The group will then create a list of common features of these good and bad experiences.

Break - 10-15 min.

Video: *Don't Call Me Stupid* - 30 min.

This video highlights the development of a group of women participating in an upgrading program. The video shows many of the obstacles that the women faced in participating in the program.

Discussion of video - 15 min.

The group will discuss and list the reasons the women in the film came to the program and the obstacles they had to overcome in order to attend. The points raised will be recorded on a flip chart under the headings:

Why they came to the program	Why they found it difficult to attend

Why people in this community may come to a program. Why people in this community may find it difficult to attend. - 15 min.

If time permits, participants will further explore their community, identifying:

- reasons people may want or need to come to a program
- reasons people may not be able to attend a program

The facilitator will record on the flip chart the points raised under the headings:

Why people may come to a program	Why people may find it difficult to attend

Understanding literacy - 10 min.

The facilitator will refer to pages 2 and 3 in the Handbook. The group will discuss the six main headings on these pages. The facilitator will point out that the training program uses the definition:

> "People are literate when they can do the reading,
> writing and math that they want or need to do in order
> to get on with the rest of their lives."

Journal writing - 5 min.

The purpose of this activity is to help participants reflect on what they have just discussed and to help the facilitator understand how participants have integrated the discussion. The facilitator will explain that the journals will **not** be graded or evaluated and that people should feel free to use the journals as a place to ask questions and to make comments about the sessions. Journals will be collected at various times during the program.

The facilitator will circulate a copy of the article, *Plain Talk on Stereotypes*. The following questions can be written on the flip chart to help participants start writing in their journals.

- What are your comments after reading *Plain Talk on Stereotypes* and participating in the workshop discussions?
- What do you hope to learn from this program?

The facilitator should emphasize that participants can comment on the sessions in the style of their choice.

Session 2: Some things that are known about reading

Session 2: Some things that are known about reading

Resource needs

Hand-outs

- *Krump and Jaffy*
- *Three Blogs*
- *New Year's 1960* (East End Literacy Press)
- "Maintaining a Consistent Light Source"

Equipment

- Tape recorder
- Overhead projector
- VCR
- Television
- Extension cord
- Flip chart stand and paper

Audio-visual materials

- Video: *Journeyworkers* series, Program 2: Part E - "Using Experience to Read: DRTA" (ACCESS Network)
- Audio-cassette: Reading of *New Year's 1960*
- Overheads:
  - *Dick, Jane and Spot*
  - *Jill will sip a pill*
  - *A reader is a user of written language*
  - *Ho, ho, ho*
  - *Krump and Jaffy*
  - *Three Blogs*
  - *Henry Making a Bow*
  - *New Year's 1960* - marked reading sample

Other resources

- Book: *New Year's 1960*
- Markers
- Masking tape

Ice breaker: Partner introductions - 15 min.

The group will divide into pairs. The facilitator will tell the group to interview their partner and, later, when they return to the group, each person will introduce their partner to the group.

What is reading? - 15 min.

The facilitator will introduce reading by showing the overhead, *Dick, Jane and Spot*. For adults who want or need to improve their reading, this type of material and instructional focus is not appropriate.

The facilitator will show the overhead, *Jill will sip a pill,* and ask the group what this passage is about. The facilitator will point out that this type of material makes several assumptions about reading and about adult students learning to read.

- A reader is someone who can say all the words.
- Reading does not have to make sense.
- Beginning readers need to read material that uses one syllable words.

Using the overhead, *A reader is a user of written language*, the facilitator will illustrate that reading only occurs when people get meaning from print.

The facilitator will cover up the overhead and flash **a line at a time** for a few seconds.

- At first, the participants will try to read a line of letters
- then a line of letters and spaces
- then a line of clusters of sounds
- then a sentence which has been scrambled.
- Finally, they will read a complete sentence with the words in the correct order.

As each line of print is shown and then covered up, the facilitator will ask participants:
- What did you see?
- What did the line say?
- How is this line different from the previous one? (for each line after the first)

A brief discussion about this activity will follow. Participants will consider at what point they made sense of the passage and when they simply identified letters and words. They will also discuss the importance of looking for order and patterns when reading and how necessary this process is to get meaning from print.

The facilitator should point out that fluent readers don't just look at every letter and every word on the page - they sample print in order to get meaning.

Three ways we get meaning from print - 30 min.

As each of the following cueing systems is introduced, the facilitator will list its name on the flip chart. The facilitator may want to point out that these terms are discussed to help people become familiar with language they may read in reference materials on reading.

1. **Grapho/phonemic Cues** - letter/shape/sound relationships

   The facilitator will refer to the previous overhead, *A reader is a user of written language*. The second and third lines on this overhead show how people use **graphic** cues - how a word/sentence looks - to determine meaning.

   The facilitator will then use the overhead, *Ho, ho, ho*, to show the complexity of sounds and letters - **phonemic** cues - in the English language.

   Discussion should focus on how this cueing system is only **one** way to get meaning from print.

2. **Syntactic Cues** - knowledge of language and grammar

   Participants will read the overheads, *Krump and Jaffy* and *Three Blogs*, aloud. The facilitator will ask the participants to identify parts of speech for three or four of the nonsense words.

   The facilitator will then circulate the *Krump and Jaffy* and *Three Blogs* handouts. In small groups, participants will substitute meaningful words for the nonsense words. The words Krump, Jaffy, Barfy and Tash are not changed.

Each group will then read back the new story to other participants. Participants will discuss how fluent readers make use of background knowledge about the structure of the English language when they read. Often, this requires a reader to substitute words for unknown words in the passage.

3. **Semantic Cues** - context

As one large group, participants will read the overhead, *Henry Making A Bow*. The facilitator will ask the group what they did in order to make sense of the passage. This information should be recorded on the flip chart under the heading **Reading Strategies**. This activity will illustrate how fluent readers predict, confirm and integrate what they have read in order to get meaning from a text.

Fluent reading strategies - 15 min.

Pairs will be given copies of the passage, "Maintaining a Consistent Light Source" (page 8). One person will read half the text while the other notes and records any changes the reader makes to the text while reading. The two will then switch roles and continue reading.

As a group, participants will discuss the various changes they made during reading. The facilitator will list the changes on the flip chart and emphasize that even fluent readers do not read perfectly, but make additions, substitutions, deletions and corrections as they read. However, the changes made by fluent readers most often do not alter the meaning of the text and, in this way, differ from those made by people who have difficulty reading.

The facilitator will refer participants to pages 9 - 12 and briefly highlight the points made regarding fluent reading strategies. Discussion should point out that fluent readers use **all three** cueing systems while people who have difficulty reading may overuse the grapho-phonemic cueing system.

Listening for reading strategies - 40 min.

In this activity, participants will get practical experience recognizing various reading strategies used by readers.

The facilitator will begin by referring to page 13 which outlines an informal assessment technique that can be used to determine reading strategies. Page 14 explains how to record these reading strategies. This process is called miscue analysis.

To practice this technique, participants will listen to a tape of an adult learner reading the book, *New Year's 1960*. The facilitator will circulate a copy of the book to all participants and explain that, as they listen to the tape, they will use the miscue marking system (page 14) to record any changes the reader makes while reading.

People may find the tape difficult to hear in places. The tape was recorded in a busy library with a somewhat inadequate microphone system.

The facilitator may want to provide participants with the following background about the reader.

Background information about the reader

- The reader is a young woman just beginning a program. She does not consider herself a reader and rarely reads. She explains that, when she does read, she cannot recall what she has read.
- She wants to read a book through from cover to cover. She says that she has not read a whole book before, but would like to try.
- After two weeks in the program, she chooses the book, *New Year's 1960*, because she feels she understands the subject matter. The book was written by an adult student in a program in Toronto.
- The tutor tells her that she is going to let her read the book by herself. If she runs into problems while reading, the tutor will not jump in to help, but will let her try to figure out the problem words or phrases on her own. The tutor further explains that this process will help both of them understand what reading strategies she uses when she reads and which strategies seem to work. The tutor tells her that she would like her to retell the story when she has finished reading.

Using the marking guide, each person will note and record on their text any changes the reader makes when reading. The facilitator will stop the tape at several points and use the marked overheads of the book, *New Year's 1960*, to discuss the reading strategies used (see overheads for tape stop points).

After the group has discussed the last few pages, the facilitator will play the portion of tape where the reader retells the story. Participants will undoubtedly be surprised at her ability to recall details from the text. It is obvious that she does not have a problem remembering what she reads.

As a group, the participants will discuss the reader's strengths and weaknesses in terms of reading strategies used. They will also make suggestions as to how they would try to improve the reader's strategies.

The facilitator will list the strategies on the flip chart under the headings:

Reading Strategies Used	Effective	Ineffective

Discussion should highlight the following points:

. The reader uses a range of reading strategies - reading ahead, substituting words, sounding out and omitting difficult parts.
. The reader makes effective substitutions based on the picture clues or when the meaning of text is clear (e.g. *chucked* for *grabbed*).
. The reader makes less effective substitutions when she tries to match an unknown word with a word which looks or sounds similar (grapho/phonemics), but which does not make sense in the passage.
. The reader starts to stumble when the text gets longer and when the pictures do not relate as closely to the text. She then reverts to sounding out words or substituting words which look similar (*world* for *will*), but which do not make sense in the passage. Here she uses the grapho-phonemic cueing system, but not in conjunction with the syntactic or semantic system.
. After the reading, the reader talks about the book. She does this by turning the pages quickly using the pictures to remind her about the events of each page. Clearly she was focused on the story and understood a great deal.
. Future discussions with this reader should encourage her to use effective reading strategies such as reading ahead, substituting words or phrases which make sense in the passage, and predicting what the next word or sentence might be based upon what she has just read. The tutor may want to spend some time working on phonics through word family activities.

The facilitator can briefly refer to the reading charts in Chapter 6 - "How Can Reading Strategies Be Determined?" (pages 94-97). These charts can be used to record reading strategies over a period of time. Future sessions will explore the use of the charts in greater detail.

Break - 10 - 15 min.

Assisted reading - 15 min.

The facilitator will refer to the Activities section of the Handbook, "Assisted Reading" (page 197). This activity is useful in helping readers develop fluent reading strategies, especially prediction skills. The facilitator will explain this activity using the description outlined in the Handbook.

Video: *Using Experience to Read* - 15 min.

This short video explains how to get readers to develop fluent reading strategies, especially prediction skills. The video describes an activity called Directed Reading Thinking Activity (DRTA) which is the same as the Assisted Reading activity outlined in the Handbook.

Discussion of video - 10 min.

A brief discussion of how assisted reading can be used in both one-to-one and group sessions will conclude the session.

Journal writing - 5 min.

The facilitator can write the following sentence starters on the flip chart to help participants think about the session.

. I enjoy reading things about ....
. During a typical week I read ....
. I have difficulty reading ....
. When I run into something I have trouble reading, I ....
. People may feel they have difficulty reading because ....

Session 3: Some things that are known about writing

Session 3: Some things that are known about writing

Resource needs

Equipment

. Overhead projector
. VCR
. Television
. Flip chart stand and paper
. Extension cord

Audio-visual materials

. Video: *Journeyworkers* series, Program 2: Part F -
"Using Experience to Write" (ACCESS Network)
. Overheads: *The Writing Process*
Series of writing completed by "Jerry" over several months
(6 overheads)

Other resources

. Markers
. Masking tape

Individual writing activity - 15 min.

Participants will be given 10-15 minutes to write a short article on why people should visit their local community. This article will be published in a travel magazine.

The writing process - 30 min.

In small groups, participants will read their piece of writing and discuss the steps they took to do the writing activity. The facilitator will direct this discussion by writing the following questions on the flip chart.

Process:

What did you do:
- before
- during
- after (if you had more time) writing?

Audience:

- What were you most concerned about?
- Do you think your writing changes depending upon why you are writing and who you are writing for? Why?

Each group will record their answers to these questions on flip chart paper. This information will then be shared with the entire group. The facilitator should record on the flip chart some of the points made during the large group discussion.

The information on the flip chart should include how the text was composed, organized, revised and edited. Discussion should focus on how the audience affected the writing, how ideas were generated and organized, how ideas were clarified and, finally, how the text was edited for spelling, punctuation or handwriting errors.

Teaching writing: where to begin - 10 min.

Using the overhead, *The Writing Process*, the facilitator will present two diagrams which illustrate different ways of teaching writing.

Figure 1 shows what happens when practitioners concentrate first on correct spelling and grammar. Students may feel their ideas are less important than writing conventions. This is particularly true for beginning writers.

Figure 2 shows that writers write to communicate ideas. To help students understand this, practitioners should first pay attention to the content and organization of writing. Then, they can work on problems with writing conventions such as spelling, grammar, punctuation, etc.

The facilitator should refer to the Handbook, Chapter 2, "Writing" (pages 23-27) to highlight the points made concerning fluent writing strategies. This section also provides a more comprehensive description of the writing process.

Improving writing skills: a case study - 40 min.

The facilitator will present on overheads several samples of writing produced by an adult learner (Jerry) over a period of time. These samples show how Jerry became more comfortable with reading and writing and illustrates some of the difficulties and successes experienced by Jerry and his tutor. The activity used by the tutor is called written conversation.

Before showing the overheads, the facilitator may want to provide the following background information about Jerry.

Background information about Jerry:

- middle-aged man with family - wife and children.
- holds a job in a factory - wants to move into supervisory work.
- started in a one-to-one tutoring situation.
- at the first session he described himself as a non-reader/writer.
- due to his low confidence about his skills, the tutor took him for a drive, stopping to record every sign or bit of writing that he recognized. The list was several pages long. This boosted his confidence.
- the pair worked from October to March. These overheads and samples reflect some of the work done at the first, middle and end of that period.
- one of the main activities which was done at every session was written conversation - conversations on paper between tutor and learner (samples shown).

As each sample is shown, the facilitator can read the question written by the tutor and participants can read the response written by the student. The facilitator may want to provide the following information before each sample is read.

Sample #1 - *October 5* (Session 3)

. Written conversation done early in the year.

Sample #2 - *October 7* (Session 4)

. Not a written conversation. The tutor wanted to see what he could do on his own so she gave him a blank piece of paper and said he could write down whatever he wanted.

. The sentences he wrote he read back as follows: "I think that everybody should know how to read. I like to learn to read. I think it is fun."

. Maybe he started to write, "I study at ...," but he took so long to write it that, by the time he read it back, he read, "I think that ...".

. He found the whole process very difficult. The writing he did took over 30 minutes to complete. The facilitator should have participants compare this sample with the previous one. Discussion should focus on the supportive role written conversation can provide to a hesitant writer.

. Although Jerry was keen to work on reading and writing and he was a most cooperative person, he found the sessions to be an ordeal. He found it difficult to concentrate so some sessions were stopped early.

Sample #3 - *October 22 & 26* (Sessions 8 & 9)

. Some time has passed. Jerry and the tutor have continued to use written conversation during each session. They have also worked on other reading and writing activities.

. Jerry still had difficulty writing. To try to loosen Jerry up and to "move his pen along the page," the tutor introduced "timed writing." This involved ten minutes of free writing at the beginning of each session. Jerry would write about any topic he wanted. Each time he tried to write a longer text. This activity may not work for everyone but, for Jerry, it seemed to help.

. Jerry's satisfaction with his progress was apparent. He began to come earlier, stay later and never missed a session.

Sample #4 - *March 16* (Session 31)

. This longer written conversation was completed after 31 working sessions.

. Timed writings had been stopped. The tutor came in one day to find that Jerry had arrived early. He wrote for ten minutes and handed it to the tutor. Clearly the activity had served its purpose.

Each participant will be provided with the writing samples and will discuss Jerry's writing in light of the following questions:

. What were this learner's writing strengths and weaknesses during the early tutoring sessions?
. What were this learner's writing strengths and weaknesses during the later tutoring sessions?
. What were the most significant changes?
. What might account for these changes?

Break - 10 - 15 min.

Case study (cont'd) - 15 min.

Each group will share their discussions with the entire group. The facilitator can direct and record these discussions on the flip chart by using the following headings:

Early Writing (October 5 - 26)

Strengths **Weaknesses**

Later Writing (March 16)

Strengths **Weaknesses**

The discussion should also consider what might account for this progress, including the choice of activities.

The facilitator should refer to the flip chart completed earlier in the session which recorded what steps were taken when participants composed their own writing. The facilitator should direct the discussion of Jerry's strengths and weaknesses to consider all aspects of the writing process listed on the flip chart.

Some of the points raised should include:

Writing strengths:

. writes using complete thoughts right from the beginning
. knows that sentences go from left to right
. knows how to spell a number of words
. attempts to spell unfamiliar words which show a close approximation to the correct spelling
. uses the tutor's questions for sentence patterns and some spelling support
. starts to write in script and uses more complex ideas in more complex sentence structures as his confidence increases in later sessions
. writes with a real sense of purpose in the final sample

Writing weaknesses:

. spells with difficulty. Even though his spelling improves, Jerry clearly is not a comfortable speller.
. needs the tutor's support. Jerry falls apart in the second sample when the tutor is not assisting. He writes in a more juvenile way, as if he wants to put down what the tutor (teacher) expects. At this point, reading and writing are NOT fun.

The facilitator can briefly refer to the writing charts in Chapter 7 - "How Can Writing Strategies Be Determined?" (pages 109-112). These charts can be used to record writing strategies over a period of time. Future sessions will explore the use of the charts in greater detail.

Written conversation - 5 min.

The facilitator will refer to the Activities section of the Handbook, "Written Conversation" (page 339).

Video: *Using Experience to Write* - 15 min.

This video outlines a number of activities that can be used in one-to-one and group settings to help adult students generate and organize their ideas. All the activities presented will be explained in greater detail in future sessions.

Journal writing - 5 min.

The facilitator can write the following sentence starters on a flip chart to help participants think about the session.

. During a typical week, I write ....
. I have difficulty writing ....
. When I have difficulty writing, I ....
. People may feel they have difficulty writing because ....

Session 4: Finding out what people want or need to know

Session 4: Finding out what people want or need to know

Resource needs

Hand-outs

. Four case studies with reading and writing samples
. *Directory Literacy Resource Collection*

Equipment

. Overhead projector
. Extension cord
. Flip chart stand and paper

Audio-visual materials

. Overheads: Four case studies
Reading and writing samples from case studies
Three Things That Impact on Learning

Other resources

. Books from the Literacy Resource Centre, levels A, B, C, D
. Stamp and due date cards needed to check books out
. Samples of tests used by local programs
. Markers
. Masking tape

Evaluating previous learning - 15 min.

The facilitator will open the session with a short discussion focusing on:

. the formal education experiences that adult learners bring to upgrading programs.

. the non-academic experiences that adult learners bring to upgrading programs (e.g. work, parenting, health, financial, etc.)

The group may want to recall the women from the video, *Don't Call Me Stupid*, as a discussion catalyst. During the discussion, the facilitator will ask the participants to consider:

. How may previous academic and non-academic experiences affect participation in an upgrading program?

. How do previous academic and non-academic experiences affect what we need to find out during initial assessment and evaluation?

. How do previous academic and non-academic experiences affect how we might carry out an initial assessment and evaluation?

The facilitator will refer to the overhead, *Three Things That Impact on Learning*, that was introduced in Session 1.

How to get started: informal assessment

Part 1: Determining wants and needs - 30 min.

The facilitator will refer to the Handbook, Chapter 4 - "Getting Started" (pages 51-58). This section provides information on making people feel comfortable and suggests questions that can be asked to determine what people want or need to know.

Participants will work in pairs. Each pair will be given an information sheet from one of the case studies. One person will interview the other person who will respond according to the brief biography of the case study. People may want to refer to the interview questions provided in the Handbook (pages 54 - 58).

One pair will then introduce their case study to the whole group. Pairs working with the same case study will compare their findings with those of the first pair.

The facilitator will then show the overhead of the case study information sheet and discuss the findings of the interviews. The remaining three case studies will be presented and discussed in the same manner.

The facilitator will then ask the whole group to consider the following questions:

As the person asking the questions:

. How did you feel when you were asking the questions?
. What were you most concerned about?

As the person responding to the questions:

. How did you feel as you responded to the questions?
. What were you most concerned about?

The facilitator should point out that the questions in Chapter 4 of the Handbook are intended as discussion starters only, **not** as a list to be worked through until completed. People do not need to ask all the questions or ask them in any particular order. Many of the questions can be repeated from time to time to get a sense of growth and change.

Part 2 - Determining reading strategies and reading level - 25 min.

The facilitator will introduce participants to the A, B, C, D levels as outlined in Chapter 5 (pages 61-77). The levels are designed to provide learners, tutors, instructors and teachers with some idea of where to begin.

The facilitator will refer to Chapter 6 (pages 89-97) to explain how to carry out an informal reading assessment.

Pairs with similar case studies will work together in small groups. Each group will assume that their case study from Part 1 was asked to select two pieces of reading material for an informal reading assessment. The facilitator will provide each group with two marked miscue reading samples reflecting the person's choices and reading strategies. One is a piece which the person felt was easy to read; the other a piece the person found challenging to read.

Each group will use the level descriptions outlined in Chapter 5 to determine the approximate reading level of the person in the case study. They will also determine the reading strategies used by their case study. The groups may want to refer to the miscue marking scheme outlined in Chapter 1 (page 14) to help them determine the reading strategies used.

Each group will then share this information with the whole group using the overheads of the reading samples from their case study.

Part 3: Determining writing strategies and writing level - 25 min.

The facilitator will refer to Chapter 7 (pages 101-112) to explain how to carry out an informal writing assessment.

Each group will be given several samples of writing completed by their case study. These samples will help them to determine the writing strategies used by the case study and the writing level.

Each group will use the level descriptions outlined in Chapter 5 to determine the approximate reading level of the case study.

Each group will then share this information with the whole group using the overheads of the writing samples from their case study.

Break - 10 - 15 min.

How to get started: selecting materials - 20 min.

The facilitator will show the group a variety of materials from the Advanced Education and Job Training's Literacy Resource Center collections, as well as some everyday materials. These materials should be grouped and separated into levels A, B, C and D to reinforce the informal reading assessment process.

Each group will select materials from the display and make a list of other materials that they feel would be appropriate for their case study. Each group should consider the initial interview responses and the reading and writing samples when making their decisions about the materials.

Each group will show the whole group the materials they selected and explain why they made the selections. Each group will also discuss the other materials they suggested could be used.

The facilitator will briefly review the suggestions for assessing adult literacy materials as outlined in Chapter 6 (page 93).

How to get started: standardized assessment - 20 min.*(optional)

The facilitator may introduce the participants to several standardized tests - including those tests most commonly used by programs in the local community.

Small groups will examine samples of the tests and discuss the strengths and limitations of each one. Each group should consider:

. what the test measures
. when it would be appropriate to use the test
. who administers the test and how results are shared (with instructor/tutor, learner)
. how reflective the test is of the local community and the province
. how the test could be adapted for use as part of an informal assessment process
. how the adult learner could be more involved in the testing process
. *(others may be added)*

Each group will share their responses with the entire group.

Journal writing - 5 min.

The facilitator can write the following sentence starters on the flip chart to help participants think about the session.

. During the first few sessions of tutoring/teaching, I ....
. What concerns me most about getting started is ....
. To feel more confident about getting started, I ....
. (Others may be added)

Session 5: Review of informal assessments and level A and the use of learning activities

Session 5: Review of informal assessments and level A and the use of learning activities

Resource needs

Hand-outs

- Case studies from the previous session
- Two pages from *Working Together* (East End Literacy Press)
- Language experience story from video: *It Works Both Ways*
- Excerpt from Article: *Plain Talk on Stereotypes*
- Garbled version: *Plain Talk on Stereotypes*

Equipment

- Overhead projector
- Tape recorder
- Extension cord
- Flip chart stand and paper
- Television
- VCR

Audio-visual materials

- Audio-cassette: adult student and instructor reading

- Videos: *Journeyworkers* series, Program 2, Part C -
  "Assisted Reading" (ACCESS Network)
  It Works Both Ways (ACCESS Network)

- Overheads: *Building on what students know*
  Dick will fix a rip
  I sawed the chair
  Samples of language experience
  (Handbook, pp. 254-255)

Other resources

. Books from the Literacy Resource Centre, levels A, B, C, D
. Stamp and due date cards needed to check books out
. Book: *Working Together*
. Markers
. Masking tape

How to get started: a review of informal assessments - 10 min.

The facilitator will review the informal assessment process including: interviews, level guides and reading/writing assessment techniques.

Introduction to level A - 15 min.

The facilitator will review the description of level A in Chapter 5 of the Handbook (pages 61-64). A selection of material suitable for level A learners, as described on pages 78-80, can also be displayed.

Language experience - 45 min.

The facilitator will use the overhead, *Building on what students know*, to illustrate the importance of using relevant materials and activities. Language experience is an activity that allows students to share information while at the same time providing reading material for future use.

The facilitator will show a few overheads to demonstrate what language experience is not.

- Overhead, *Building on what students know*, shows that language experience is not complicated or irrelevant language.
- Overhead, *Dick will fix a rip*, shows that language experience is not stilted or unnatural language. Traditional texts often put words together which use one reading skill such as short vowels as found in *Dick will fix a rip*. However, the result is an unreadable, syntactically awkward, nonsense text.
- Overhead, *I sawed the chair*, shows that language experience is not necessarily grammatically correct. Beginning readers need to be familiar with the language structure on the page. If they dictate something that is grammatically incorrect, but colloquially used in their conversation (e.g. *I don't know nothing about it*), write the expression they use. Now is not the time to correct oral grammar irregularities, dialect or community idiosyncrasies. This can be pointed out at a later time and included in a personal dictionary.

Using the description in the Activities section (page 251), the facilitator will explain how to complete a language experience story.

Video: *It Works Both Ways* - 10 min.

This clip shows the initial meeting between a tutor and learner and illustrates how language experience can be used as an introductory activity. (Stop video after learner reads back her story.)

Participants will work in groups and discuss:

. What the tutor did as the writer?
. What the learner did as the person telling the story?

This activity reinforces the point that interaction between the tutor/teacher is needed to make this process work effectively. The facilitator will ask each group to highlight their findings. This information should be recorded on the flip chart.

The facilitator will give each group a copy of the story. Groups will brainstorm activities which could be developed using the story from the video. The facilitator will ask each group to highlight their findings. This information will be recorded on the flip chart.

Video: *It Works Both Ways* (cont'd)

Play to the point where the pair completes reading the horoscope and the first session ends.

The group will consider:

. how language experience texts can be tailored to the community setting
. how to use language experience as a group activity

To reinforce the versatility and effectiveness of the language experience approach, the facilitator will discuss ways the activity can be used by referring to the activity description and to the samples of language experience texts (pages 251-255).

Sample #1 - *Coal Mining Experience*

This student wanted to rewrite his story at home for extra work and to reinforce his reading and writing skills.

Sample #2 - *The Radiator* and *The Air Filter*

This person had difficulty reading his language experience stories from session to session. His tutor decided to make the stories follow a theme about car repair - a topic of real interest and familiarity. His language experience stories were dictated as usual; however the tutor shaped them into a predictable sentence pattern. This helped the learner to predict the text and to feel comfortable reading it independently. Photos could be added to this story to make it into a small booklet.

Written conversation - 10 min.

Following the description in the Activities section (pages 339-344), the facilitator will review how written conversation can be used with a level A learner. Written conversation has already been introduced in Session #3, so everyone should be familiar with the activity. The facilitator will use the activity description to discuss:

. tips for completing written conversations with beginning writers and readers
. difficulties learners may have with the activity and how the tutor/teacher may handle these difficulties
. how written conversation can be completed in small groups

The effectiveness of learning phonic skills by writing and reading at the same time rather than only by reading should be stressed.

Choral reading and assisted reading (tape and video) - 25 min.

The facilitator will provide participants with a copy of several pages from the book, *Working Together*. Participants will listen to a short tape of a person reading these pages. The facilitator will note that the reader is the same person previously heard reading on the tape in Session #2 and may want to explain that the reader wanted to read this story because of her earlier success reading the book, *New Year's 1960*.

The instructor on the tape assists the reader by using choral reading and assisted reading techniques. Participants will follow the reader's progress on a copy of the pages she reads from the book.

After listening to the tape, participants will discuss:

. the reading strategies the reader uses
. the techniques the instructor uses to assist the reader

The points raised will be noted on the flip chart.

Break - 10 - 15 min.

Video: *Assisted Reading* - 10 min.

This video shows a tutor and student reading the same booklet that the tutor and student read on the cassette tape earlier - *Working Together*. The session leader should encourage the group to compare the tutoring styles used in each of the two examples of assisted reading.

Activity: Choral reading - role play - 15 min.

Participants will work in pairs. Each pair will be asked to role play a tutor and learner choral reading. One person, the "tutor", will be given a section of the article, *Plain Talk On Stereotypes*, and a garbled version of the same section.

When ready to begin, the "tutor" will provide the "learner" with the garbled version. They will do a choral reading of the text as demonstrated earlier.

When finished, the facilitator will ask the group:

. What did you do as the tutor/learner?
. How did you feel as the tutor/learner?

The facilitator should point out that tutors sometimes need to let readers have time to work out difficult words and phrases independently. The average time students in school are allowed to think of an answer is 15 seconds. This is clearly not enough time for a beginning reader. Tutors/teachers should let people have as much time as they need to figure out the text.

The facilitator will review the description of Choral Reading (pages 215-216) and Assisted Reading (pages 199-201) in the Activities section of the Handbook.

Break - 10-15 min.

Practicum #1: *Assessment of case study* - 45 min.*

In small groups, participants will have an opportunity to work on practicum #1. The facilitator will assist each group.

Participants can either choose one of the case studies presented in Session #4 or a learner with whom they are currently working as the focus for the first practicum. The case study or learner used in Practicum 1 will also be used in Practicum 2 (Lesson Planning).

Participants should discuss the case studies in groups. Each participant is required to turn in a completed practicum.

The facilitator should provide extra copies of the reading charts on pages 94 and 95, the writing charts on pages 109 and 110 and the spelling chart on page 124.

*The practicum work time can be introduced earlier if the facilitator feels the group may be too tired to work on it by the end of the session. The practicum is **not** due at the end of the session - participants should be given time to work on it at home.

Session 6: Review of level B and use of learning activities

Session 6: Review of level B and use of learning activities

Resource needs

Hand-outs

- *Barn Tops and Herring*

Equipment

- Overhead projector
- VCR
- Television
- Extension cord
- Flip chart stand and paper

Audio-visual materials

- Video: *Once More with Meaning*

- Overheads: samples of brainstorms (Handbook, pp. 208-211)
  samples of projects, especially *Fishing* (pp. 302-313)
  samples of interviews (pp. 236-237)
  samples of personal dictionaries (pg. 293)
  samples of cloze (pp. 221-223) and *First Morning*
  My brother and sister
  Billy's Car
  What happens next?

Other resources

- Books from the Literacy Resource Centre, levels A, B, C, D
- Stamp and due date cards needed to check books out
- Sample dictionaries from the Resource Centre
- Books: *Eleventh Child* and *We Work Together*
- Everyday materials
- Markers
- Masking tape

Introduction to level B - 10 min.

The facilitator will review the description of level B in Chapter 5 (pages 65-68). A selection of materials suitable for level B learners, as described on pages 80-82, can also be displayed.

Brainstorms - 25 min.

The facilitator will use the description in the Activities section (page 205) to introduce brainstorms (some people may be more familiar with the terms 'webbing' or 'mapping'). Using the samples included at the end of the activity description, the facilitator will show brainstorms of level B and other learners. These samples reflect the wide variety of approaches and uses of brainstorms. In particular, they show the effectiveness of brainstorms to draw out learners' thoughts and ideas as well as to organize these thoughts into sentences, paragraphs, passages and sections that can be written in a text.

Samples #1 & 2 - *Father Brainstorm*

This sample shows how the person's ideas were drawn out from the discussion and recorded. What should be said first, second ...? The sample shows how these ideas were grouped and numbered, then a first draft was produced. This makes the writing process very supportive - people are not facing a blank page. As well, more time is spent on getting the ideas down and shaping the content than on worrying about how each word is spelled.

Sample #3 - *Training*

Brainstorms help move discussion to purposeful reading and writing. This sample illustrates how brainstorms can be used to help people identify their interests, experiences and knowledge. The tutor wrote down the ideas generated.

Sample #4 - *Changes We Have Experienced in the Fishing Business* - (Group discussion brainstorm)

Groups can record ideas using brainstorms. This helps people see how their ideas and experiences relate to each other. This brainstorm provided the basis for a 10-month course.

The facilitator will use the description of the brainstorm activity and the tips noted on pages 205-207 to point out that this activity:

. teaches people how to make connections between ideas
. encourages adult students to value their own ideas
. teaches a systematic approach for studying and writing about a topic of interest

Small groups will then brainstorm a topic of interest. This may be something that relates to the local community, something that has come up in previous sessions, or the group may pick a totally new topic. Each group will record the brainstorm on the flip chart. They will then cluster related subtopics and number the subtopics in the order they would introduce them in a draft copy. Each group will then share their brainstorm with the whole group.

Projects - 25 min.

The facilitator will use the samples included at the end of the project activity description (pages 302-314) to illustrate how projects can be completed. These samples explain the process and illustrate the range of topics, levels of difficulty and instructional approaches.

Samples #1 & 2 - *Advancement at Work*

Projects allow people to move from a brainstorming activity to simple research. This group wanted to find out exactly what would be required for them to advance in the workplace. Once the brainstorm was completed, a chart was developed to help the group organize their ideas and make plans for exploring the topic further.

Sample #3 - *Coal Mining - Pollution*

This project was completed using language experience and choral reading techniques. The writer dictated his knowledge about the topic and the tutor wrote the information down. The tutor and student decided on the categories and then did choral reading of other materials to get more information about pollution. This process allowed the student to read and reread the information with increased independence.

Sample #4 - *One Parent Families*

This project, in first draft form, is a good example of how issues of importance can be directed into productive work. This woman started the project because she felt that single parents should exchange information to support each other.

Sample #5 - *Fishing*

The five samples show the process this student used to complete his project over a two-month period. He started with a discussion about his fishing experiences in his youth. Through discussion and brainstorming, the focus of the project became clearer.

. The first page shows notes and drawings done at the first session.
. Next the tutor and learner organized these ideas following the basic questions - when, how, where and why?
. This was followed by a brainstorm focusing on one aspect of fishing - namely catching fish in a net.
. This was followed by a first draft based upon the three previous brainstorms.
. The draft was revised and a final copy written.

Sample #6 - *Hydrant*

Projects can help students find and record factual information. This project uses a chart to get the main ideas organized. Diagrams and explanatory paragraphs are then provided to expand on the topic and provide clarification. Note-taking skills are developed and planning for future sessions is made easier by using the chart. Sections can be worked on one at a time and planned in advance. The completed parts can then be pulled together in a final copy.

Sample #7 - *Documentation summary*

Groups can work on projects that involve each participant. This sample documents the steps taken to complete a group project. The facilitator may want to show the book published as a result of the project, *We Work Together*.

The facilitator will review the process involved in completing a project as outlined on pages 297-299. The facilitator may wish to summarize this information on the flip chart as follows:

Sample Project Outline:

- topic is selected and brainstorm completed
- charts are created using the headings from the brainstorm
- charts are used to plan the rest of the project. A tentative schedule can be developed and revised as necessary.
- information is collected from a variety of sources - books, pamphlets, TV, radio, neighbours, etc.
- information from these resources is added to the charts. New headings may need to be added.
- charts are used to write a rough draft
- draft is organized into sentences, paragraphs, sections or chapters
- draft is revised (several times)
- revised draft is edited for spelling and grammar
- final copy is produced. This may then be "published" and used as reading material for other adult students.

Small groups will develop a project chart by using the brainstorm they just completed. To assist participants, the facilitator may want to write the following headings on the flip chart:

Topic ______________________________

Headings	What We Know	What We Need to Find Out

Interviews - 10 min.

The facilitator will use the sample interview on page 236 to illustrate how interviews may be used as a learning activity.

Sample: ***Ray Downey Interview***

This interview was completed by a grandmother who wanted to talk about her grandson. The final version was published in the upgrading program newsletter.

Personal dictionary - 15 min.

The facilitator will use the description of personal dictionaries and the sample on pages 291-293 to show:

. how to start a personal dictionary
. how a personal dictionary can be used
. what kinds of information it can hold
. what variations can be completed

Sample: ***Personal Dictionary***

Students use personal dictionaries to store information that is difficult to remember. This can be words which the student has trouble reading, new vocabulary, upper and lower case letters, grammar rules, etc. The student in this sample checked the letters of the alphabet where entries had been made in the personal dictionary.

Break - 10 - 15 min.

Cloze - 25 min.

The facilitator will introduce cloze by showing the overhead, *First Morning*. Participants need only read the first few lines and make the first cloze prediction - **clock**. The facilitator will ask the participants how they made this prediction. Everyone will probably say that they read ahead. This is **one** of the purposes of cloze - to force people to develop prediction strategies by reading ahead and re-reading the text.

The facilitator will continue to introduce cloze by showing the overheads *Billy's Car*, *My brother and sister* and *What happens next*?

Billy's Car encourages students to select words or phrases based upon context.

My brother and sister shows how cloze can be used to focus on one skill area. In this instance, it is pronoun usage.

What happens next? focuses on dialogue and expression. It also encourages the student to continue the story using dialogue.

The facilitator will use the samples on pages 221-223 and the outline on page 219 to further explain cloze and its variations. The facilitator may want to point out that cloze books which contain stories in which every third or fourth word is deleted are not as useful as those cloze exercises which delete highly predictable words.

Sample #1 - *Visit to the Nova Scotia Museum*

This language experience story was published in a program newsletter for others to use as an activity.

Sample #2 - *Prepositions*

Cloze is a good exercise to focus people's attention on difficult areas. This instructor used health and safety materials to develop a cloze exercise on prepositions.

Sample #3 - *Past Tense*

Cloze activities can be developed using everyday materials. This sample shows a short article from the paper being used as a cloze exercise on past tense.

The facilitator will then pass out a copy of *Barntops and Herring*. This is a short language experience story written by a student and his tutor. Participants will first read the story chorally and then, in small groups, use the story to develop a cloze exercise. Once finished, each group will share their exercise with the entire group. They will also explain the purpose of their exercise.

Video: *Once More with Meaning* - 25 min.
Discussion - 10 min.

This video discusses learning theory and shows instructors and participants putting the theory into practice in one-to-one and group settings.

Participants will discuss the video and consider:

. the one-to-one work that was done
. the group work that was done
. the most useful ideas from the video
. project ideas from the video that might be of interest to the community

Journal writing - Mid-evaluation - 5 min.

The facilitator can write the following sentence starters on the flip chart to help participants evaluate the sessions thus far.

- The most useful activity we have discussed so far is . . . because . . .
- The activity which I may find the most difficult to use is . . . because . . .
- My biggest concern right now is . . .
- I am most enthusiastic about . . . because . . .
- I would like to know more about . . .
- If given time to prepare something for the group, I would . . .
- So far, I find the workshops . . .

Session 7: Review of level C, use of learning activities and responding to writing

Session 7: Review of level C, use of learning activities and responding to writing

Resource needs

Hand-outs

. Short, current article from a local newspaper
  (text organization exercise)
. Student writings: *Canada*
  Water, water, everywhere
. *Identifying Spelling Strategies* chart (p. 124)

Equipment

. Overhead projector
. VCR
. Television
. Extension cord
. Flip chart stand and paper

Audio-visual materials

. Overheads: *Canada*
  Water, water, everywhere
  Spelling dictation
. Video: *Tutoring Styles* (Frontier College)

Other resources

. Books from the Literacy Resource Centre, levels A, B, C, D
. Stamp and due date cards needed to check books out
. Flip chart paper for group work
. Markers
. Everyday materials
. Book: *Bill Cosby*
. Masking tape

Introduction to level C - 10 min.

The facilitator will review the description of level C in Chapter 5 (pages 69-73). A selection of materials suitable for level C learners, as described on pages 82-84, can also be displayed.

Reading to understand text organization - 20 min.

The facilitator will use the description of text organization and the sample provided on pages 333-336 to explain this activity. Participants should realize that this activity is essentially a brainstorm done in reverse fashion.

Sample: ***Bill Cosby***

Books, articles and paragraphs can be mapped out to determine how they are organized. This sample shows how a student used the text organization activity to record information she had read in a book about Bill Cosby. The facilitator may want to have this book available.

In groups, participants will read through a short, current article from a local newspaper. They will then complete a text organization on flip chart paper showing how the article is organized. Groups will then show their brainstorm to the whole group.

Discussion should focus on:

. the skills they used to do this activity
. how this process could be used to help an adult learner understand how writing is organized
. how this activity could be used to detect bias in a text
. when this kind of activity could be used
. how this activity could be used in small group and classroom situations

Responding to writing: revision - 25 min.

The facilitator will ask participants to turn to Chapter 7 (pages 105-106) under the heading, "Once people are writing, how can we help them to improve the content of their work?" The facilitator will discuss the points made and point out that there are basically three ways to help people improve the content of their work.

. by adding ideas
. by deleting ideas
. by moving ideas around

After a brief discussion of the questions tutors/instructors can ask to help people improve the content of their work, the facilitator will distribute the handouts, *Canada* and *Water, water, everywhere*. The following background information can be provided.

Background information about the writer - *Canada*

. young man who likes to write short passages on a variety of topics
. works hard and is serious about his writing efforts

Background information about the writer - *Water, water, everywhere*

. middle-aged man
. tries to avoid reading and writing and has not written for many years
. just started in program and has been working steadily with growing confidence for four months
. started to write for the program newsletter
. this is the fourth piece of writing he has worked on. He wrote this passage, on his own, during a weekend.

In small groups, participants will discuss how to provide these two students with constructive feedback about their work. The groups will discuss how the text was organized (they may want to record this discussion on flip chart paper using the text organization activity) and will use the questions on pages 105-106 to help them determine what might be added, deleted or moved around in the text. Groups should also consider what follow up activities or projects could be suggested.

The facilitator should point out that, for now, participants should only be concerned with the content of the work - not with spelling or grammar errors. Spelling and grammar, in these two samples, will be dealt with later during the session.

Groups will share their results with the large group and will discuss the differences and similarities found in the two samples of writing. The facilitator can record this discussion on the flip chart.

Discussion points - *Canada*

. Despite first glance, this piece has a specific structure which flows from topic to topic and from general themes to more specific ones - history, wars, politics, cities, schools, self. There is a clear opening and closing.
. The writer may want to focus more on one of the specific topics he discusses and do more reading and writing about this particular area. He could then develop a story about his topic in particular.
. He may want to move some of the topics around to tighten up the piece. For example, all the ideas about wars might be put in one area.
. The spelling and punctuation concerns will be looked at later in the session, although some ideas may be brought forward at this point.

Discussion points - *Water, water, everywhere*

. This passage shows a natural writing ability with a strong sense of story telling and humour.
. Good beginning and a good attempt at a conclusion.
. Some additional information could be added near the end of the story (e.g. What happened after the line was buried?).
. This story could lead to further writing about the abuse of water.

Detecting spelling patterns - 25 min.

The facilitator will dictate the passage, *Spelling dictation*, and participants will write it.

The facilitator will ask participants to underline the words they think they misspelled.

Participants will then be given a copy of the dictation to check their spelling.

Participants will use the chart (page 124 of the Handbook) to identify their spelling strategies.

The group will discuss their findings.

The facilitator will refer to Chapter 8 (pages 115-125) to discuss how people spell and to review some teaching strategies for improving spelling. Participants should understand how to use the spelling charts on pages 124-125.

In small groups, participants will examine the two previous samples - *Canada* and *Water* - to determine spelling strategies. Groups can refer to the spelling charts to help them determine these strategies.

Participants will discuss:

- the learner's spelling strengths and difficulties
- the pattern or system used by the learner to spell
- what features the learner noticed about various words, e.g. how they look, how they sound
- what learning strategy or strategies might be most successful to help this learner improve his spelling

Groups will then share their findings in a large group discussion.

Break - 10 - 15 min.

Common grammar problems - 20 min.

The facilitator will refer to Chapter 9 (page 129) to explain how people learn grammar.

Discussion points:

- People learn grammar in a variety of ways. They learn it through listening, speaking, writing and reading. This learning provides them with an inherent knowledge of grammar rules.
- Grammar instruction should focus on how people communicate. This means learning grammar should focus on listening, speaking, reading and writing.
- Using learners' work is critical. Workbook exercises can often be introduced and completed without people making the transition and using these skills in their own writing.
- It is common for people to over-generalize when they are using a new rule. For example, commas appear everywhere as people learn to use them.
- Self-correction is absolutely necessary. If people rely on tutors or instructors to be their editors, they will lose out on a great deal of learning about grammar.
- Except in formal situations, people rarely speak in standard English. In making the transition to writing, local speech patterns and expressions often affect grammatical structure. Tutors and instructors may want to discuss the difference between formal and informal writing and speech.

The facilitator will then briefly review the common grammar problems listed on pages 130-137. Participants should also examine the charts on pages 138-139.

In small groups, participants will examine the two samples - *Canada* and *Water* to determine grammar skills and strategies. Groups can refer to the grammar charts to help them determine the strategies.

Participants will discuss the learners' strengths and weaknesses. Groups will then share their findings with the whole group.

Mini-lessons - 25 min.

The facilitator will refer to the description of mini-lessons (pages 265-271) to explain how to develop and complete mini-lessons.

Discussion points:

- mini-lessons are mini. They are not whole sessions or even large portions of the session.
- mini-lessons focus on a skill which has proven to be problematic from the reading and writing going on during the sessions. Learners should understand why they are working on these skills.

The facilitator will review the samples of mini-lessons found on pages 271-280.

Sample #1: ***Spelling Chart***
The tutor and student used this spelling chart to figure out spelling strategies.

Sample #2: ***Read the word. Write the word that it comes from.***
Mini-lesson work best when they deal with problems that relate to students' work.

Sample #3: ***Visual Clues***
The informal nature of mini-lessons is evident here. Many times skills are learned more effectively if they are introduced in an easy-to-identify manner.

Sample #4: ***Letter-sound Relationships***
Here the instructor used a language experience story to help a student identify letter-sound relationships that the student found difficult.

Sample #5: *Graphs*
A tutor used information from the student's place of work to help the student understand how to read a graph.

Sample #6: *To and Too*
This mini-lesson helped a GED class to understand the difference between **to** and **too**. The instructor used the context of the students' work environment to develop the mini-lesson.

Sample #7: *Subject/Verb*
The instructor used the names of people in the class and their places of work to assist the class in identifying subject and verb.

Sample #8: *Test Taking*
The instructor used a test that many of the students had to take to help them develop word - visual association strategies. The word omitted in each test question corresponds with the visual clue.

Each small group will develop mini-lessons for each of the texts, *Canada* and *Water, water, everywhere*. Groups will then share their mini-lessons with the whole group.

Lesson planning and record keeping - 15 min.

The facilitator will refer to Chapter 10 (pages 143-148) to explain how to develop and evaluate lesson plans. The facilitator should review the sample lesson plans and discuss the record sheets at the end of the chapter.

Video: *Tutoring Styles* - 10 min.
Discussion - 10 min.

This short, humorous video illustrates the role of planning and tutoring styles in three tutoring situations.

Practicum #2: *Lesson planning* - 10 min.

Participants should have an opportunity to discuss practicum #2. They can work on the practicum at home and will have time during the next session to work in their group.

Session 8: Review of level D, working with groups and publishing

Session 8: Review of level D, working with groups and publishing

Resource needs

Handouts

- *Mini-Theme on Nova Scotia*
- *Articles on Courage*
- *Letters to the Editor*
- *Talk About It* game
- *Group Case Study*

Equipment

- Overhead projector
- Extension cord
- Flip chart stand and paper
- Television
- VCR

Audio-visual materials

- Overheads: *Glen's Story* (4 overheads)
- Video: *It Works Both Ways* (ACCESS Network)

Other resources

- Books from the Literacy Resource Centre, levels A, B, C, D
- Stamp and due date cards needed to check books out
- Samples of student written materials
- Everyday materials
- Markers
- Book: *My Name is Rose*

Video: *It Works Both Ways* (Remainder of tape) - 15 min.

Continue the video from the point at which the tutor reflects on the first session. This portion shows that lesson planning is a shared activity between the tutor and student.

Practicum #2 - 45 min.

In small groups, participants will have an opportunity to continue working on practicum project #2 which involves planning two consecutive learning sessions for their case study or for a student with whom they are currently working.

Introduction to level D - 10 min.

The facilitator will review the description of level D in Chapter 5 (pages 74-77). A selection of materials suitable for level D learners, as described on pages 84-85, can also be displayed.

Working with groups - 25 min.

The facilitator will refer to Chapter 12 (pages 181-193). Topics covered should include:

- what working in a group means
- what factors to consider when working in a group
- getting started (e.g handout, *Talk About It* game)
- developing relevant activities
- dealing with problems which may arise
- use of themes with groups

The facilitator will circulate the handouts, *Mini-Theme on Nova Scotia* and *Articles on Courage*. Participants will discuss how themes can be used with a group.

Journals - 10 min.

The facilitator will refer to the description of journals and to the samples on pages 241-248. The facilitator should point out how journals can be used to communicate individually with members in a group and to build group cohesiveness.

Break - 10 - 15 min.

Case study - 30 min.

Participants will be given a *Group Case Study* where students are working at different levels. In small groups, participants will discuss the case study and will develop suggestions and learning activities that will benefit the group being studied.

Each group will share their findings with the entire group.

Publishing - 30 min.

The facilitator will refer to the description of publishing and to the samples on pages 317-323.

The facilitator will then use the overheads of *Glen's Story* to illustrate how a student's writing can be prepared for publishing.

Background information about the writer

- Glen was a young man who was very hesitant to write anything down.
- One day he told his tutor that his father's van had been broken into.
- His tutor suggested that this would make a good story.

Sample #1: ***Brainstorm***

The tutor recorded this discussion using a brainstorm. The tutor did most of the writing so that Glen could think through his ideas. Glen was pleased with this brainstorm and was impressed that the incident took a whole page to record.

Sample #2: ***Rough draft #1***

Glen did most of the writing of this draft and used the brainstorm for ideas, spelling and sentence structure.

Sample #3: *Rough draft #2*

A second draft was written because the insurance representative was coming to Glen's house. The representative wanted the list of items which had been stolen from the van. In this draft, Glen separated these items from the main body of the text so that they would be easier to read.

Sample #4: *Final published copy*

Glen typed this copy using a computer available at the program. The typed version went into the program's newsletter anonymously. This was the first piece of writing that Glen had published in the newsletter. Subsequent articles were published under his own name as his confidence grew.

Main points:

. Learner-written material can be "published" quickly and easily at very little cost.

. Materials that are relevant to participants in literacy and upgrading programs are not easy to find. Publishing learner-written material is a way to gather materials which are relevant to the community.

The facilitator will also introduce participants to some of the published learner-written material available through the Literacy Resource Centres.

The facilitator may want to introduce other activities which may lead to publishing:

. interviews and surveys (pages 233-237)
. letter writing (pages 259-262) and *Letters to the Editor* handouts
. movie and book reviews (pages 283-287)

Session 9: What to do if there does not seem to be much progress

Session 9: What to do if there does not seem to be much progress

Resource needs

Hand-outs

- Recipe: *Potato in the Oven*
- Cartoon strips (sequencing activity)
- *Chosen Home*
- *Situation Story* and *Your Opinion*

Equipment

- Overhead projector
- VCR
- Television
- Extension cord
- Flip chart stand and paper

Audio-visual materials

- Video: *Learning Disabilities* (T.V. Ontario)
  clips from *Once More with Meaning*
  and *B.E.S.T.* (Ontario Federation of Labour)
- Overheads: *Learning Block Chart* (Handbook, pg. 163)

Other resources

- Books from the Literacy Resource Centre, levels A, B, C, D
- Stamp and due date cards needed to check books out
- Sample learning games, i.e. word finds, blend dominoes
- Newspaper photos
- Ruler with coloured line
- Coloured markers and highlighters
- Bags with objects
- Sample file folder
- Masking tape

Measuring progress - 10 min.

The facilitator will refer to Chapter 10 (pages 149-157) to explain how to measure progress. The facilitator should review the record sheets at the end of the chapter. Participants should also have an opportunity to examine a sample file folder (p. 149-150).

Understanding learning blocks - 10 min.

The facilitator will refer to Chapter 11 (pages 161-163) to outline questions which tutors and instructors can consider if there does not seem to be much progress. A general discussion about labelling, learning disabilities and learning blocks may be introduced.

Discussion points:

. The main focus should be on getting around problems and getting on with learning. It should not be on limitations or language associated with learning problems.

. The student should always be involved in developing strategies for dealing with his or her learning block.

. A problem-solving attitude and a team approach involving students, tutors, instructors and specialists, if available, is the most helpful.

. Don't be discouraged if one activity or strategy doesn't work right away. Be patient and willing to try new approaches.

. Dealing with learning blocks requires an individualized approach.

Structured/Cognitive learning - 20 min.

The facilitator will introduce participants to structured learning by referring to the description on pages 164-166.

The facilitator will distribute the hand-out, *Potato in the Oven*. In small groups, participants will use the structured learning sequence system to determine the **task**, **plan**, **attempt** and **outcome** as it relates to the recipe.

Groups will share their findings with the entire group. The facilitator should record this discussion on the flip chart.

Case studies - 45 min.

The facilitator will present three case studies which illustrate several learning blocks.

Case Study 1: Ann

This case study will be presented in four parts:

Part 1 - To the end of the first paragraph in November:
"Together they developed a new set of strategies."

Part 2 - To the end of the third sentence in January:
"As a result, she often had difficulty retelling details from the text."

Part 3 - To the end of January.

Part 4 - Remainder of case study.

The facilitator will refer clients to *Case Study 1: Ann* in the Handbook (page 171) and will read aloud to the end of Part 1. Participants will be asked not to read beyond this point.

In small groups, participants will discuss the case study to this point, using the *Learning Block Chart* (page 163) as a guide. Participants should also consider what they would plan if they were the tutor. Each group will share their findings with the whole group. The facilitator may want to record this information on the flip chart.

The facilitator will follow the same procedure for presenting the three remaining parts of this case study.

Case Study 2: Donnie

This case study will be presented in three parts:

Part 1 - To the end of the fifth paragraph on page 173:
"Help Donnie understand the language and, above all, learn to read."

Part 2 - To the end of the first paragraph on page 174:
"Donnie was beginning to understand how sound governed word spelling."

Part 3 - Remainder of case study.

The facilitator will read the three parts orally, followed by small group work and whole group discussion, as in Case Study 1. The facilitator will then refer participants to the samples of mini-lessons for this case study (page 175).

Case Study 3: Lea

This case study will be presented in three parts:

Part 1 - To the end of the first paragraph on page 176:
"It was just fun exploring books."

Part 2 - To the end of the first paragraph on page 177:
"and the word that started this all, 'opportunity'."

Part 3 - Remainder of case study.

The facilitator will read the three parts orally, followed by small group work and whole group discussion, as in the previous case studies.

Common learning problems and suggested teaching strategies - 40 min.

The facilitator will review the common learning blocks and suggested teaching strategies on pages 166-170.

Video clips will be used when discussing the following learning problems:

Reading words backwards - *Once More with Meaning*
Student reading language experience story reads "then" for the word "went". Some students will often start with the last letter.

Skipping small words when reading - *B.E.S.T.*
Student skips the word "if" while reading words such as "baffle plate". Some students may not recognize small words because they think they are not important.

Starting to write - *Journeyworkers*, Program 2, Part F -
"Using Experience to Write"
The instructor demonstrates the use of a photo to encourage writing.

Hand-outs will be used when discussing the following learning problems:

Reading between the lines - *Chosen Home* and cartoon strip with words omitted.
The facilitator will ask the group various questions based upon the poem and will ask participants to fill in the cartoon strip.

Starting to write - *Situation Story* and *Your Opinion*
The facilitator will suggest these hand-outs as ways of encouraging a student to write. Tutors, teachers, instructors and students can develop similar stories.

The facilitator may want to refer to the phonetic generalizations outlined in mini-lessons on pages 268-270 when discussing the learning block, **distinguishing one sound from another**. The facilitator should also be prepared to demonstrate the teaching strategies explained for each learning problem (e.g. clear plastic ruler with a line on it, hamburger method for organizing text - p. 170).

Break - 10 - 15 min.

Games to address learning blocks - 20 min.

The facilitator will refer to Games on pages 227-229 for an explanation of several games which can be used to address learning blocks. The facilitator should encourage the group to try out several of the activities suggested during the session (e.g. object in a bag, word family game board, news photos, bug list).

Video: *Learning Disabilities* - 20 min.
Discussion - 10 min.

Session 10: Some things that are known about math

Session 10: Some things that are known about math

Resource needs

Hand-outs

- Work sheets
- Practicum #3
- *Grinders*
- Samples of language experience approach to math

Equipment

- Overhead projector
- Extension cord
- Flip chart stand and paper

Audio-visual materials

- Overhead: *It's good for you*

Other resources

- Books from the Literacy Resource Centre, levels A, B, C, D
- Stamp and due date cards needed to check books out
- Markers
- Books on math from the Literacy Resource Centre
- Everyday materials to demonstrate math usages, i.e. egg carton, money, bottles, basketball
- Masking tape

Math anxiety - 10 min.

The facilitator will use the overhead, *It's good for you*, to discuss math anxiety. Math anxiety often results from fears about the skills or operations involved, rather than the problem to be solved. The participants will realize that adult learners need to develop positive feelings about mathematics.

Comparing math and reading - 15 min.

The group will discuss the similarities and differences between reading and writing a printed text and reading and writing a text containing mathematical information. The facilitator should record this discussion on the flip chart.

Similarities

The group will discuss the similarities between approaches used to teach reading and mathematics. The facilitator will point out that just as you teach words in context, so you teach math skills in real life situations.

Differences

The group will discuss the differences between reading print and reading mathematics. Points raised should include:

- Math vocabulary has a different meaning to everyday vocabulary. Consider the difference between the meanings of the words *odd, power, root, even, times.*
- Math vocabulary includes symbols such as +, =, %, x, ÷.
- Math vocabulary requires that the reader pay attention to each symbol, unlike reading where readers can sample print and still get meaning.
- There is more than one way to write a math sentence. Consider 15 - 3, 15/3

At the conclusion of this discussion, the facilitator may want to refer participants to Chapter 3 (pages 33-35).

Journals - 10 min.
Discussion - 10 min.

Participants will answer the following question in their journals.

- How did I use math during the last week?

Participants will share their responses with the group and the facilitator will record them on the flip chart.

Language experience approach to math - 20 min.

The facilitator will point out that math is a skill we use daily. Math becomes easier when we relate it to daily use. To do this, we need to separate the problem-solving skills of mathematics form the operational skills. This understanding, coupled with everyday examples, can make mathematics less abstract.

The facilitator will circulate the handout, *Grinders*, and other samples which illustrate the language experience approach to math.

The facilitator may want to refer to pages 35-36 under the heading, "Making math easier," to explain the language experience approach to mathematics.

In small groups, participants will pick at least one situation from the journal activity and develop word problems. Each group will share their word problem with the whole group. This activity reinforces practical applications of math.

Some ideas for teaching math skills - 30 min.

The facilitator will ask the whole group to identify key words used in math problems that suggest which operations to carry out (see p. 37). This information should be recorded on the flip chart.

The facilitator will refer to pages 37-48 to present several ideas for teaching basic math skills. The facilitator will use the overheads of the addition, subtraction, multiplication and division charts (pages 46 and 47) to explain these basic skills and their relationship to one another. The facilitator should be prepared to demonstrate the math activities outlined on these pages.

This should involve using everyday materials such as matches, recipes, lottery tickets, banking slips, cooking utensils and measuring tools.

In small groups, participants will select two or three everyday materials and brainstorm ways these materials could be used to teach math skills and strategies.

The groups will share their ideas with the entire group. The facilitator will record the discussion on the flip chart.

Break - 10 - 15 min.

Some ideas, continued - 10 min.

The group will brainstorm various games that could be used to teach and reinforce math skills and strategies. These games could include: darts, dominoes, Monopoly, dice games, card games, surveys, Scrabble, bingo, the 24 game. The facilitator may want to refer to the times table game outlined on page 229.

Practicum #3: *Development of a math theme project* - 45 min.

In small groups, participants will work on Practicum #3. This will involve the production of a small learning kit which places math instruction in a practical setting. Each group will turn in one practicum.

The facilitator should collect the practicums and copy them for distribution at the next session.

Session 11: Practicum reports and training package evaluation

Session 11: Practicum reports and training package evaluation

Resource needs

Hand-outs

- *Tutor Training - Review*
- *Final Evaluation*
- Certificates

Equipment

- VCR
- Television
- Extension cord
- Flip chart stand and paper

Audio-visual materials

- Video: *B.E.S.T.* (Ontario Federation of Labour)

Other resources

- Information recorded on flip chart from the previous sessions for review
- Jar
- Masking tape

Practicum reports - 40 min.

The facilitator will return the completed practicum projects. Participants will share the results of their projects with the entire group. This can be done by having each small group describe their case study and lesson plans to the entire group. The groups may want to use the overheads of their case study to help the other members of the group understand who it is they worked with and why they chose particular activities.

Review of previous sessions - 20 min.

The facilitator will put individual review questions in a jar. Questions can be taken from the Tutor Training Review handout or facilitator his/her own. The jar will be passed around the group and each participant will take one question. Participants will read their question aloud and someone in the group will answer.

Final evaluation and presentation of certificates - 30 min.

Participants will complete a final evaluation of the training and certification workshop and the tutor/instructor handbook.

Participants will be asked to indicate what further support they will need. The facilitator will make note of these needs. The facilitator will present the certificates to those who have successfully completed the training.

Video: *B.E.S.T.* - 15 min.
Discussion - 10 min.

This short video outlines several learning situations where students have been asked to define their needs. It shows programs which have been designed to meet these needs and includes interviews with the students.

Where to go from here

The facilitator should share information about local and provincial programs and services. If possible, coordinators from local programs could make brief presentations explaining their services. Participants should be encouraged to identify future training and resource needs.

Session 1

Overheads and Handouts

Workshop Outline

Session 1: Adult literacy, basic education and academic upgrading in your community, workplace or institution

- introductions
- overview of training program
- good and bad learning experiences
- video: *Don't Call Me Stupid*
- why people in this community may come to a program
- why people in this community may find it difficult to attend

Session 2: Some things that are known about reading

- reading process
- getting meaning from print
- reading strategies
- cueing systems
- case study (tape) - listening for and marking reading strategies
- video: *Using Experience to Read*

Session 3: Some things that are known about writing

- writing process
- writing strategies
- teaching writing - where to begin
- case study - improving writing skills
- video: *Using Experience to Write*

Session 4: Finding out what people what or need to know

- evaluating previous learning
- how to get started: informal assessment
  - initial interviews
  - ABCD levels
- case studies - initial interviews and levels
- determining reading and writing strategies
- selecting materials
- how to get started: formal assessment

Source: Nova Scotia Department of Advanced Education and Job Training.

Session 5: Review of informal assessments, review of level A and use of learning activities

- how to get started: review of informal assessments
- review of level A
- language experience
- video: *It Works Both Ways*
- written conversation
- choral reading
- assisted reading
- case study (tape) - assisted reading
- practicum #1 work time

Session 6: Review of level B and use of learning activities

- review of level B
- brainstorms
- projects
- interviews and surveys
- personal dictionary
- cloze
- video: *Once More with Meaning*

Session 7: Review of level C, use of learning activities and responding to writing

- review of level C
- reading to understand text organization
- case study: responding to writing
  - revising
  - editing
- detecting spelling patterns
- common grammar problems
- mini-lessons
- lesson planning and record keeping
- video: *Tutoring Styles*
- practicum #2 work time

Source: Nova Scotia Department of Advanced Education and Job Training.

Session 8: Review of level D, working with groups and publishing

- review of level D
- practicum #2 work time
- working with groups
  - understanding group learning
  - factors to consider when working with groups
  - developing relevant activities
  - dealing with problems which may arise
  - planning for different levels
- case study - group learning
- journals
- publishing

Session 9: What to do if there does not seem to be much progress

- understanding learning blocks
- structured/cognitive learning
- case study
- common learning problems & suggested teaching strategies
- problem solving, decision making and critical thinking
- games to address learning blocks
- video: *Learning Disabilities*

Session 10: Some things that are known about math

- math anxiety
- comparing math and reading
- math process
- language experience approach to mathematics
- ideas for teaching math skills and operations
- practicum #3 work time

Session 11: Practicum reports and training package evaluation

- practicum reports
- review of previous sessions
- evaluation of training program
- video: *Best for Us*
- where to go from here

Source: Nova Scotia Department of Advanced Education and Job Training.

Practicum #1: Assessment of case study

Purpose

To use the informal assessment techniques introduced in the workshops. A case study will be provided by the facilitator.*

Procedures

- Use the biography to describe the person's short term and long term goals.
- Use the level guide outlined in Chapter 5 - "Levels" to determine the person's reading and writing levels. Explain how and why these levels were selected.
- Use the marked reading samples to write a description of the person's reading strategies and skills, noting which strategies are effective and which are not. You may want to refer to Chapters 1 and 6. Use the charts on pages 94 - 97 as a guide to identify these strategies and skills.
- Use Chapters 2 and 7 to describe the person's writing strategies and skills. Use the charts on pages 109 - 112 to record these strategies and skills.

Practicum work times

You will have time to work on the practicum during the workshop session. Most of this work will take place in small groups.

Completion date

All practicums should be completed the week before the last workshop session. During the final session, you will have an opportunity to report on each practicum.

* For those of you who are tutoring/teaching, the case study could be the person with whom you are working. The case study you select for this practicum will also be the case study used for Practicum #2, Lesson Planning.

Source: Nova Scotia Department of Advanced Education and Job Training.

Practicum #2: Lesson planning

Purpose

To plan appropriate activities for the case study assessed in practicum #1.

Procedures

- Use Chapter 10 - "Planning and Record Keeping" and the Activities section to plan **two** consecutive learning sessions for the case study. Include a description of **what, how** and **why** the activities would be used. Assume that each session is approximately two hours. You may want to use the planning questions outlined on page 147 to assist you in planning the learning sessions.
- Explain how these two sessions address the goals, needs and concerns of your case study.

Practicum work times

You will have time to work on the practicum during the workshop session. Most of this work will take place in small groups.

Completion date

All practicums should be completed the week before the last workshop session. During the final session, you will have an opportunity to report on each practicum.

Source: Nova Scotia Department of Advanced Education and Job Training.

Practicum #3: Development of a math theme project

Purpose

To produce a math theme project for adult learners and instructors in the local community.*

Procedures

- Select a math theme (examples are listed below).
- In your group, brainstorm the theme. Determine how the theme could be used to teach math skills and strategies. You may want to include appropriate reading and writing activities.
- Discuss the learning activities and materials that could be used to teach these math skills within the context of the theme.
- Write a one or two page description of your discussion. This can be recorded as follows:

Theme:____

Learning activities	Materials needed	Math skills developed

- Include a brief description of how the learning activities and materials could be used.

Suggested theme areas (you may add your own):

- Math at home
- Math at the grocery store
- Math at work
- Math and your car

Practicum work times

You will have time to work on the practicum during the workshop session. Most of this work will take place in small groups.

Completion date

All practicums should be completed the week before the last workshop session. During the final session, you will have an opportunity to report on each practicum.

* Each group will develop one theme project. The completed projects will be photocopied and shared with the whole group.

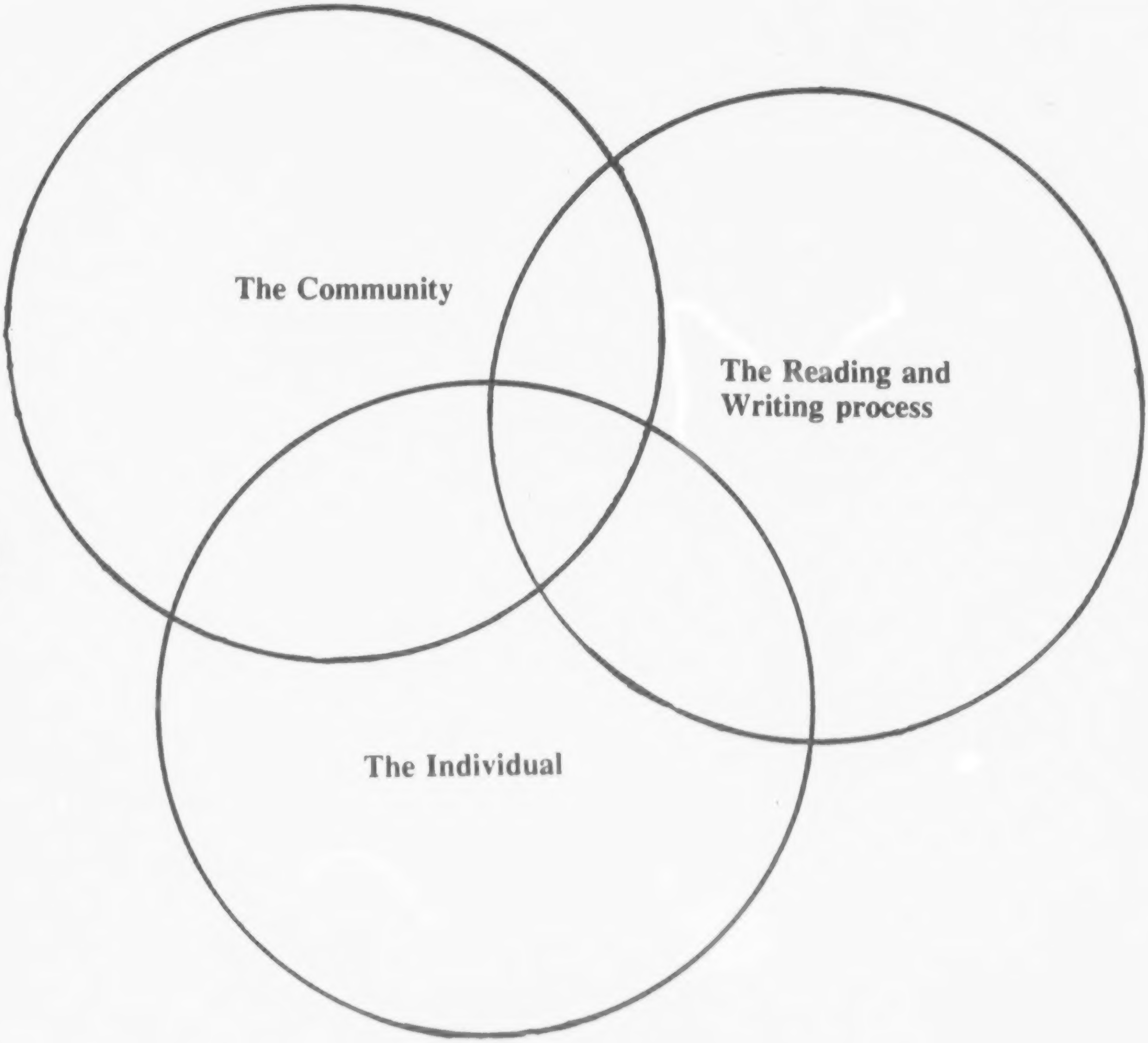
Source: Nova Scotia Department of Advanced Education and Job Training.

BINGO

	B	I	N	G	O
1	likes their coffee black	has a "green" thumb	sleeps in a waterbed	has a sweet tooth	was not born in Nova Scotia
2	once worked as a waiter or waitress	grew up in a family of five or more	favorite colour is purple	likes to walk barefoot	chews sugarless gum
3	can see the ocean from their home	has three children	hates to do dishes	would prefer to live in the city	can walk to work
4	has two pets	likes liver	has a black dog	is the oldest in the family	works shift work
5	is wearing something green	enjoys playing bingo	has relatives living outside Nova Scotia	plays cards or baseball	has two cars in the family

Source: Nova Scotia Department of Advanced Education and Job Training.

Three Things That Impact on Learning


The Community
The Reading and Writing process
The Individual

Source: Nova Scotia Department of Advanced Education and Job Training.

Plain Talk—on Stereotypes

By Catherine Baker

A member of a local literacy council recently published a letter-to-the-editor in the newspaper in which she described her student Joe. According to her letter, Joe suffers the cliche disasters: he gets a ticket because he can't read the no-parking sign; he can't read his own lease; it is implied he might give his child the wrong dose of medicine.

Joe uses the illiterate's cliche strategies: he claims he lost his glasses; he pretends to read the paper; he lets others make decisions. Joe pulls off the cliche tricks. He's a cook and can't read a menu; he got married and couldn't read his own wedding invitation; he graduated from high school and can't read "despite the efforts of the school system."

And Joe is ashamed. Before he began his confidence-building reading program, his tutor writes, "He was slouching by the library front door; he moved his eyes from side to side, hoping to spot me in the crowded library without drawing attention to himself by acting confused."

Think about this description of poor Joe and how it might fit your literate self. Have you ever been uncomfortable in a strange environment? Ever gotten a parking ticket? Ever tried to do a job without reading the manual—and done it? Ever conned anybody?

I see contradictions in the way that, when we talk about illiteracy, we refer to people who happen to not read so well. To the media, to volunteers and even to prospective students, we tend to typecast the marginally literate or nonliterate person as, by turns, a pathetic incompetent and an adept coper.

We focus with voyeuristic fascination on their shame, and by doing so we imply that there *is* something shameful about the condition of illiteracy. Then we want—expect!—such people to admit their identities and come forward for help.

Here's another example of what I mean. At the press conference introducing Rep. Thomas Sawyer's new literacy bill, the head of a reading program described illiterate persons. She said that many have poor health; cannot buy generic products at the grocery store; have transportation, family and child care problems; move frequently; and—I quote directly here—"their phones get disconnected."

We have to stop talking about illiterate people as if they are different from us.

Have you ever had a utility cut off? How many places have you lived? Have you ever had problems with child care? How's your health?

At that same event, Harold W. McGraw, Jr., president of the Business Council for Effective Literacy, said, in a now-standard characterization, "Often illiteracy is the root cause" of such problems as homelessness and crime.

Indeed, people with poor educations are overproportionately represented in housing shelters and prisons; so are members of minority groups. Would you say that your ability to read is a "root cause" of your behavior and your property wealth? More or less so than your skin color?

Mr. McGraw was followed by Rep. David Price, who stated that illiterates are "a brake on our economic development" and "incapable." He said, "Their nonproductiveness ripples through our whole economy."

That statement begs a lot of questions. Have you ever been unemployed? Underemployed? Has your daddy ever gotten you a job? Have you ever been promoted because you had a credential? Have you ever had training or education paid for by your employer? What factors affect your productivity?

We have to stop talking about illiterate people as if they are different from us. Many people who have difficulty reading have other difficulties that are attributable to their reading ability—and their reading ability is a function that can be improved given funds and opportunity. That's all—except they also may or may not have difficulties attributable to the changing job market, racism, sexism, the cost of housing, child rearing, credentials, connections, and genetics. They deal with their difficulties using the same strategies that we use to deal with our particular difficulties. They are, as a lot, neither more ingenious nor stupid than we are. They deserve empathy, not sympathy or spite.

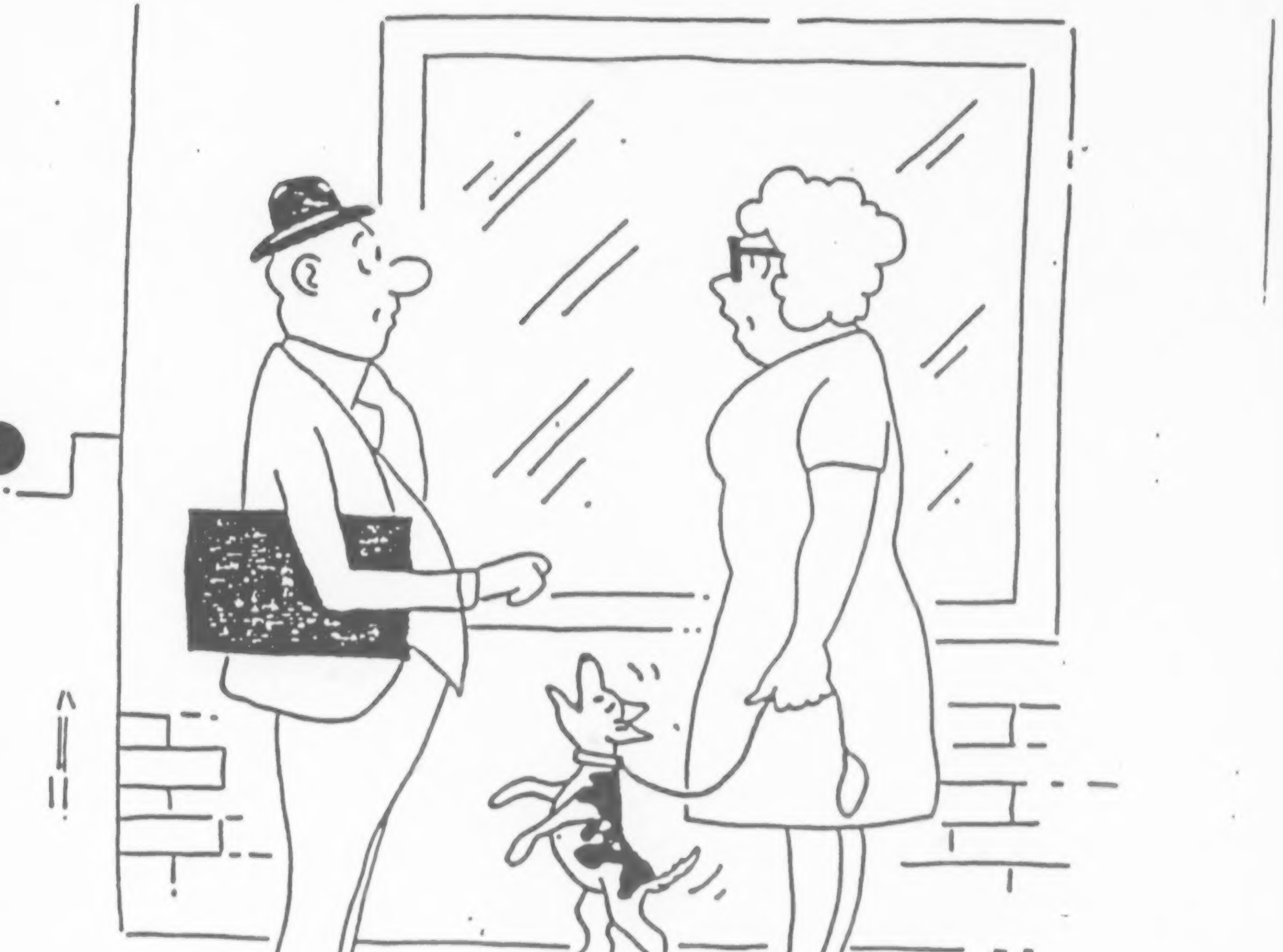
Sometimes it seems we paint a picture of heroic pathos around illiteracy because it's a more dramatic way to solicit volunteers and funding. I think also that such a flexible stereotype as timid/lazy/clever/bumbling/victimized lets us conveniently pigeonhole the illiterate person as it suits our need.

But I think we would do better if we left off the stereotypes. People like helping their own. When an illiterate person comes to be seen as "one of us," our personal and our public response is likely to be more logical and longer-term.

Source: Reprinted from The Ladder (vol. XVII, July/August 1989), with permission of Push for Literacy Action Now (PLAN).

Session 2

Overheads and Handouts



"Hello, Dick. Remember me? I'm Jane. See Spot?"

Source: Reprinted with permission of Phi Delta Kappan.

Jill will sip a pill.
Will it fit?
Nick can tip a hill.
Will it fit?

Tim can zip a dish.
Will it fit?
Pam can fit the lid.
Will it fit?

Source: Reprinted from Structured Reading Series B-4 by Toni Gould (1966) with permission of L.W. Singer Co., Random House.

wdegrraeefsngiteeutaaaalinorrs

Aug orret atine defani elarg
suwa resi.

A a is language reader user
written of.

A reader is a user of written
language.

Source: Nova Scotia Department of Advanced Education and Job Training.

How are the letters ho pronounced when they occur at the beginning of a word?

hope
hot
hook
hoot
hour
honest
honey
hoist
horse
horizon

Source: Reprinted with permission of Frank Smith, Understanding Reading, (3rd edition, 1982, p. 139).

KRUMP AND JAFFY

Krump and Jaffy were clops.

Scorf liked to scrump together even though Krump was a zarp and Jaffy was a tunk.

Their favourite paskey was zupest.

One day, Krump was going to a zepher. He didn't plorp Jaffy to go with kup because Jaffy was a tunk.

Jaffy wished lup was a zarp so lup could blip too.

Source: Nova Scotia Department of Advanced Education and Job Training.

THREE BLOGS

Three blogs skotted together at a barf
in the kump.
They liked to skot.

Barfy and Jaffy were preeps but Tash was a zorp.

One day, Barfy and Jaffy were asked to skot at a blop.
Tash was not asked because bo was a zorp.

Tash was krupped. Barfy and Jaffy were zussed.

Source: Nova Scotia Department of Advanced Education and Job Training.

The boys' arrows were nearly gone so they sat down on the grass and stopped hunting. Over at the edge of the wood they saw Henry making a bow to a small girl with tears in her dress and tears in her eyes. She gave Henry a note which he brought over to a group of young hunters. Read to the boys, it caused great excitement. After a minute, but rapid examination of their weapons, they ran down to the valley. Does were standing at the edge of the lake, making an excellent target.

Source: Reprinted with permission of Dr. Gary Kilarr, Virginia Polytechnic University.

Maintaining a Consistent Light Source

There is a very clear relationship in the carbon arc lamphouse between a clean, consistent light and the coefficient of resistance in the electric arc. In fact, it is well known that the electric arc has a negative coefficient of resistance. As a result it does not, in its volt-ampere characteristic, adhere to Ohm's law. Instead it does just the opposite. That is, as the current is increased, the voltage in the arc decreases, with the probable effect that the light will "snap out". Probably, that is, unless the arc voltage is stabilized through the introduction of ballast in the form of resistance in the circuit. The actual arc voltage is further affected by factors that would not, in normal circumstances, be the cause of discernable voltage fluctuations. One further advantage of placing a ballast in the circuit is the limit it places on current flow (which might otherwise be very great) when the carbons are initially struck. It is therefore imperative that a ballast be a part of the completed circuit. After that, it is to be expected that the voltage supplied (by direct current from company mains or, if service is AC, through a rectifier or motor generator set) will be a constant value. Most often that absolute value is set between 85 and 115 volts. Clearly the adjustments to the rheostat must take this number, as well as several other factors, into consideration.

Source: Nova Scotia Department of Advanced Education and Job Training.

NEW YEAR'S
1960

EAST END
LITERACY
PRESS

Source: Reprinted with permission of East End Literacy, Toronto, Ontario.

Copyright ©1985 East End Literacy Press

Canadian Cataloguing in Publication Data

Guindon, Hank, 1936-
New Year's 1960

(The New start reading series)
A project of East End Literacy.
ISBN 0-920013-03-1

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I. East End Literacy (Association). II. Title.
III. Series.

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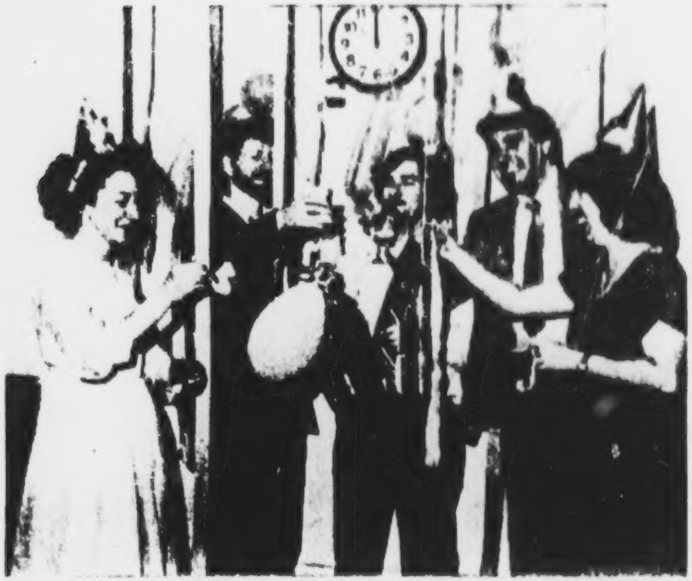
In 1960,
I lived in Hamilton, Ontario.
I was 24 years old.



I went to a New Year's party.

As I was walking home,

I heard a woman scream.
So I ran to help her.

Two men were slapping her face and kicking her.

I grabbed one guy
and threw him
against a brick wall.

The other guy ran away.
I chased him.

I grabbed him by the hair
and pushed his face
into a brick wall.

After that, I knew
he wasn't going anywhere.

I called for help.

Police Officer Hudson
was walking his beat.

He called a police car.

The police car took
the two guys to jail.

The woman was taken
to the hospital.

A week later,
the two guys went to court.

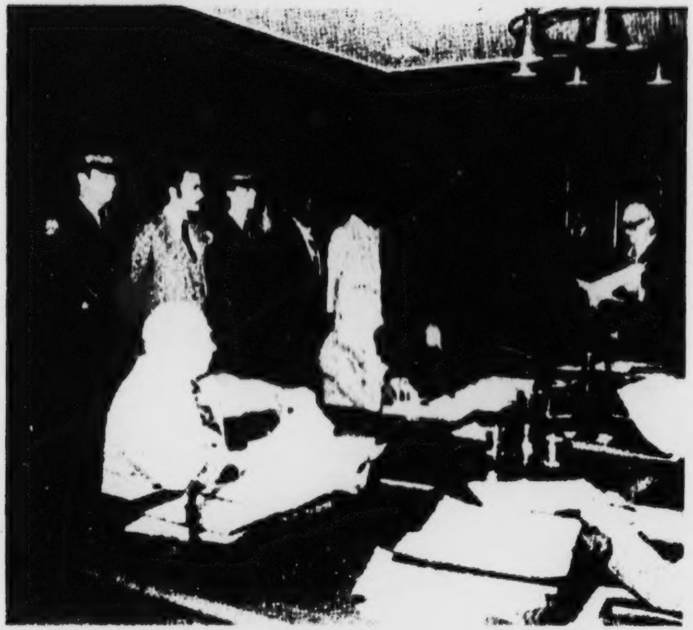
They swore they would get me
when they came out.
I gave them my address.

One guy was 42, one was 43.
But any guy who does that
to a woman
is not much of a man.

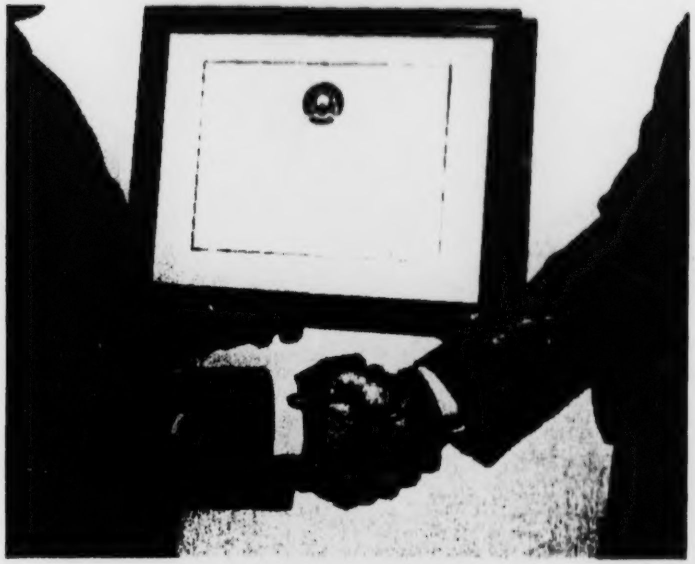
After a few days,
a newsman came
to the cotton mill
where I worked.
He took a picture of me.

Two or three days later,
I got a call
to come to City Hall.

I stood in front
of judges and police.



A judge made a speech.
He said I was a good citizen.



He shook my hand
and gave me a citation.

In 1960,
I lived in Hamilton, Ontario.
I was 24 years old.

I went to a New Year's party.

A-s
As I was walking home,
C

shout
I heard a woman scream.
She
So I ran to help her.
C

② "blank"
mens ① sss
Two men were slapping her face
and kicking her.

I grabbed one guy
and threw him
against a brick wall.
C

The other guy ran away.
caught
I chased him.

and chucked his head
I grabbed him by the hair
and pushed his face
the
into a brick wall.

Source: Reprinted from New Years 1960 with permission of East End Literacy Press, Toronto, Ontario.

"blank, whatever"

After that, I knew

she was

he wasn't going anywhere.

I called for help.

heard

Police Officer Hudson
was walking his beat.

He called a police car.

The police car took
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tooken

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I gave them my address.

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But any guy who does that
to a woman
is not much of a man.

way
Aw f-e-w
A we
After a few days,
a newsman came
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to the cotton mill c
with a wokt
where I worked.
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He took a picture of me.

Source: Reprinted from New Years 1960 with permission of East End Literacy Press, Toronto, Ontario.

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sp
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Source: Reprinted from New Years 1960 with permission of East End Literacy Press, Toronto, Ontario.

Session 3

Overheads and Handouts

Figure 1

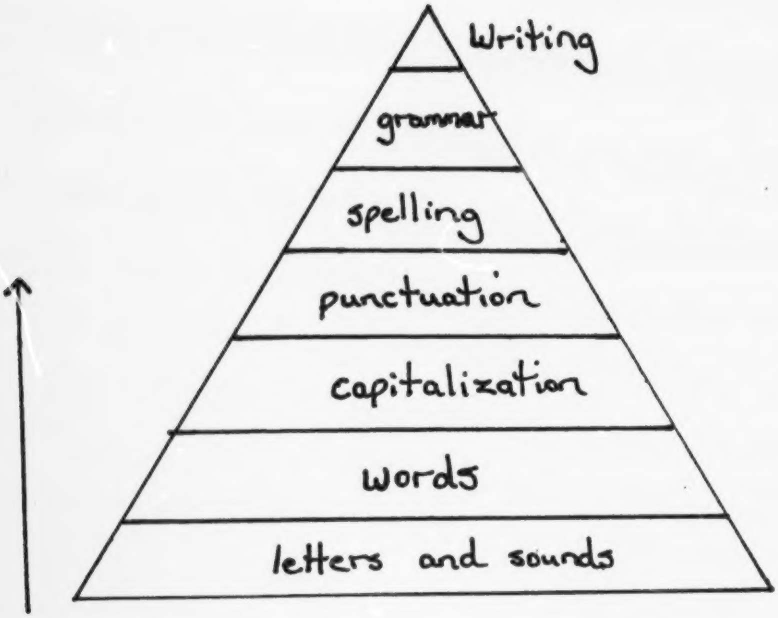
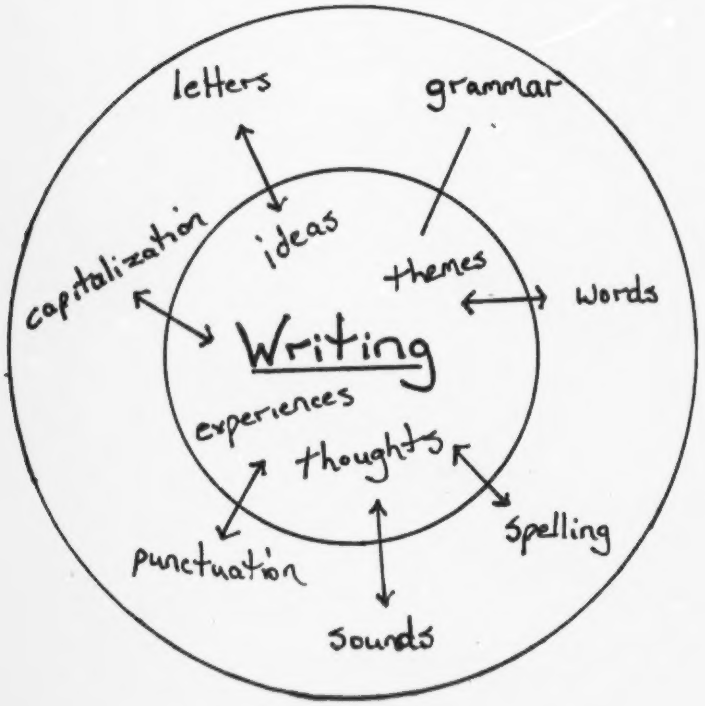

Writing
grammar
spelling
punctuation
capitalization
words
letters and sounds

Figure 2


letters
grammar
capitalization
ideas
themes
words
Writing
experiences
thoughts
punctuation
spelling
sounds

Source: Nova Scotia Department of Advanced Education and Job Training.

Session 3
Oct 5/81

Tell me about your family.

name
I HEVE TO BOY FHER NAN IS MaTT
AND RICH

How old are they?

RICH IS 12 YIRS old.
MATT IS 7 YIRS old

Do they like sports? YES

baseball
What sports do they like? bALL BILL

What else? What other sports do they like?
FIltbALL

What is your wife's name? BARBAR

Does Barbara have a job? YES

What does she do?

SHE WORK in OFFIC
at Goodall
HIT Good GALLD is A
SIX Retre

Source: Reprinted with permission of Ruth Gamberg, School of Education, Dalhousie University, Halifax, Nova Scotia.

Session 4
Oct. 7/81

Ic STAD AT Diat Rifre
Britty ShaT NO Hon TO RiND

I LIIKE TO Lrin TO
Reand
I THick IS FUN

Source: Reprinted with permission of Ruth Gamberg, School of Education, Dalhousie University, Halifax, Nova Scotia.

Session 8
Oct. 22/81

Tell me something you like about the Globetrotters.

shooting clowning
SHind aND Cland

Next time you can tell me more about their clowning around, but you have to leave now.

Session 9; Oct. 26/81

Between the halves bucket
be Twin Fo HvF A bikaT
water throw
OF WHiTeR AND TOU AT HAT
people
THE pilpoL

Do they really throw water at the people?

NO

pieces paper
What is in the bucket? PEiS OF PANPER

What about the way they shoot baskets?

THE WAY THEY SHooT BaSKeTS
with trick with
WHIS A TACK bALL WIRN A
rubber band attached
RomBeR BAD A TING TO AT

When they shoot the trick ball with the rubber band attached, what happens?

THE BAll CoM BACK TO
them
HAM

Source: Reprinted with permission of Ruth Gamberg, School of Education, Dalhousie University, Halifax, Nova Scotia.

Session 31
March 15/82

You said something about the union election the other day. Tell me about it.

officers
the election is for the offsars
in the union the offsars job
that open president
at is orpin is palint and
sergeant at arms delegates
the swrknatram and dellats
conferences
for canfinys.

You are running for sargeant-at-arms, right?

yes I am

What does the sargeant-at-arms do?

people
He Has to mak shin the pols
are mamber of the union wene
come meeting
they the to the menitoing.

What does he do if they aren't members?

asks leave
He as them to lif -

Source: Reprinted with permission of Ruth Gamberg, School of Education, Dalhousie University, Halifax, Nova Scotia.

What if they don't leave when he asks them to? if they dat leave

have
when they are asks them I of to

show
sol them the door -

What do you mean when you say you show them the door? I mean that I til them

members
they ara not mames that

are allowed
they and not alled in the

meeting
mimtoring

What if they still don't leave? What do you do then?

have
I world heghlt

insist
in sit to them To leave

then
and din I world ~~t~~ asks

help
som one to hoped me

You would ask someone to help you do what?

leave
mak them lif How?

How by takin them by

arm
the ram and tak them to

the door and put them ont

Source: Reprinted with permission of Ruth Gamberg, School of Education, Dalhousie University, Halifax, Nova Scotia.

What if they still refused to go?

I world tak them back to the
door and put them ont and
lock it
lik is

What if they were bigger and stronger
than you and you couldn't get them out?

ask
I world hiak for moor hope
believe
to put them ont and belf
me then moor esirs thas
be willing
by will to hopd

e are more guys that'd be willing to help

You have to be tough for this job. Do you
think you are tough enough?

not
I think I m ont dim enough
take myself
to thak on then by me sif

That makes good sense. I think you
are the right person for the job. Good
luck.

Source: Reprinted with permission of Ruth Gamberg, School of Education, Dalhousie University, Halifax, Nova Scotia.

Session 4

Overheads and Handouts

Case study

Personal

Female, late 20s, married, two children, one just starting school

School experiences

- You dropped out in grade ten because you did not see the point of continuing.
- You went to work shortly after. You have a full-time job now.
- You attended night school (GED) for a while, but found the classes too hard. You felt the pace was too fast.

Needs/wants

- You want to move up to another position in your workplace. To do this, you need grade twelve.
- You have to do more writing at work.
- You have transportation in the evenings.
- Your husband will take care of the children.

Reading

- You can read sections of the newspaper and most stories in magazines, but you have to take your time.
- You like to read.
- You read at work everyday.

Writing

- You have difficulty writing and feel your reading is much better than your writing.
- You want to improve your spelling.
- You have trouble getting your ideas down on paper. You feel that what you write down does not always make sense.
- You write memos and accident reports at work. You sometimes write a response to your child's teacher who has written a note.

Math

- You feel your math skills are O.K. You would like to work on your reading and writing first and then work on your math later.

Source: Nova Scotia Department of Advanced Education and Job Training.

North End News

Volume 2, Number 9 Halifax, Nova Scotia March 2, 1990

Day-care workers will walk

by Bill Paul

Paul photo

A strike looms at the North End Day Care. (From left) NDP leader Alexa McDonough, Alderman Marie O'Malley and MLA Gerald O'Malley talk with concerned parents.

Unionized day-care workers at the North End Day Care are going on strike Monday after their request for emergency funding was turned down by the provincial government March 1.

Parents agree the workers deserve a salary increase but some are worried they will have to leave work to care for their children if there's a strike.

The 16 workers were requesting $25,000 to cover two years in back pay.

Cathy Fearon, union spokesperson, says the government rejected the union's demand.

"The reason the government gave for rejecting the offer) was that they would have to give it (salary increases) to other day cares," she said.

Workers at the subsidized non-profit day care have been without a contract since January 1989 and have been in a legal strike position since Feb.12. The annual average salary for workers at the day care is $14,000.

The day-care workers were scheduled to picket the legislature March 2 in a last ditch effort to tell the government they are serious about a strike.

Fearon says the workers will picket with other day-care workers, Unionists and parents Monday at the legislature.

She says she knows the union has the public's support.

At a meeting at the day care Feb. 26, the parents criticized the government's refusal to resolve the pay dispute and praised the quality of work at the day-care.

But some parents are concerned that if they have to stay at home to look after their children, they'll have to rely on welfare.

Nancy Hunter says she may be able to find someone to look after her six-year old daughter, but adds that finding someone available to babysit on a regular basis would be difficult. Hunter says she supports the day-care. Worker's demands for a salary increase.

Fearon says the salary enhancement grant, offered in the speech from the throne Feb. 22, was not what the union wanted.

"We didn't want the salary increase tied to the per diem (daily) rate because that would increase some parents' day-care fees," She says. "The government also wanted to expand the payout time from one year to three."

She says she is both suprised and angered by the government's decision.

"The government doesn't know how the economy depends on day care. Single working mothers are 70 per cent of our clients. Some of them started on social assistance and then found work. The strike will affect these working people, and some of them will have to return to social assistance," she says.

Source: Reprinted from North End News (March 2, 1990) with permission of the Kings School of Journalism, Halifax, Nova Scotia.

Session 4

Why Recycle?

by Shirley Watters

th-thr-thro
We live in a "throw away" society. Every year we waste more. We move
waste from place to place and we change the form of waste. But we have
more
trouble getting rid of it. There is much waste that we can and should re-
cycle.

ing
One reason to recycle is that it is cheaper to make new products from used
ast produce/producing
materials because less production steps are needed. Another reason to
rids It
recycle is that it reduces waste. This means that less land is needed for
landfill sites.

Source: Reprinted from Pollution and Our Environment, Partners in Print Series, Department of Advanced Education and Job Training, 1991.

There help the
Here are some ideas to help us keep Pictou County clean. We can open a
with services
large landfill site which serves two or more counties. We can charge people
is sites They
for the amount of waste they put in these landfills. We can ask people to
harmful
throw away hazardous chemical waste in their original containers. This
ier means
makes them easy to identify so that we can use proper disposal methods.
We can ask offices to use both sides of sheets of paper and to recycle their
report
waste. We can support the Pictou County Recycling Society.

use
We need recycling in Pictou County. We waste paper and cardboard more than anything else. If we all work together, we can make a difference.

A good team player works well with others. They are good listeners who co-operate follow instructions laugh + have a good time while they are doing there work. Things run smoothly when you have a good team player. Even if a problem comes up in your dept these people can work with others to solve the problem. They stay calm when there is a problem and deal with it one step at a time.

Source: Nova Scotia Department of Advanced Education and Job Training.

Just image you can't read or write. All you want is a Job and filling out an appulcation is very difficult. And people don't understand why, because if you have a grade 9 you should be able to. Try to find something in yourself to over come this problem and find ways to get more education and take control of your life. Don't let people say you're to old to go to school.

My problem is I can't write english and comeplete sentence. I know what I~~want to~~-say but can't write it on paper. Ihope anyone that reads this, find strength and makes a decision to find out what kind of person you can become. Education is most important in today's society. You just really have to know how inportant education is. I want to know what my chilren will learn in school and how to help them if Iam needed.

Even manual larbor needs an education in today's society. With an education in you can become anything you like, such as a nurse or bookeeper.
I would like to have the chance to see what I can be. I think the programs you take will help you very much they help me .

"Remember Knowledge is a shame to waste."

Source: Nova Scotia Department of Advanced Education and Job Training.

Case study

Personal
Male, early 20s, single

School experiences
- You dropped out of school in grade eight because you were frustrated with the work.
- You were not in any special education classes in school. You did, however, get extra help in grade seven and eight.
- You got a job shortly after leaving school. You have a part-time job now.
- You went to an upgrading program for youth, but did not like it. You felt you were not learning anything.

Needs/wants
- You would like to take a mechanics course, but you need grade ten.
- You would like to get your grade twelve someday.
- You have a car, but can only come when you are not working.
- You work flexible hours.
- You take great care of your body and work out at a gym regularly. You follow boxing and wrestling events closely.

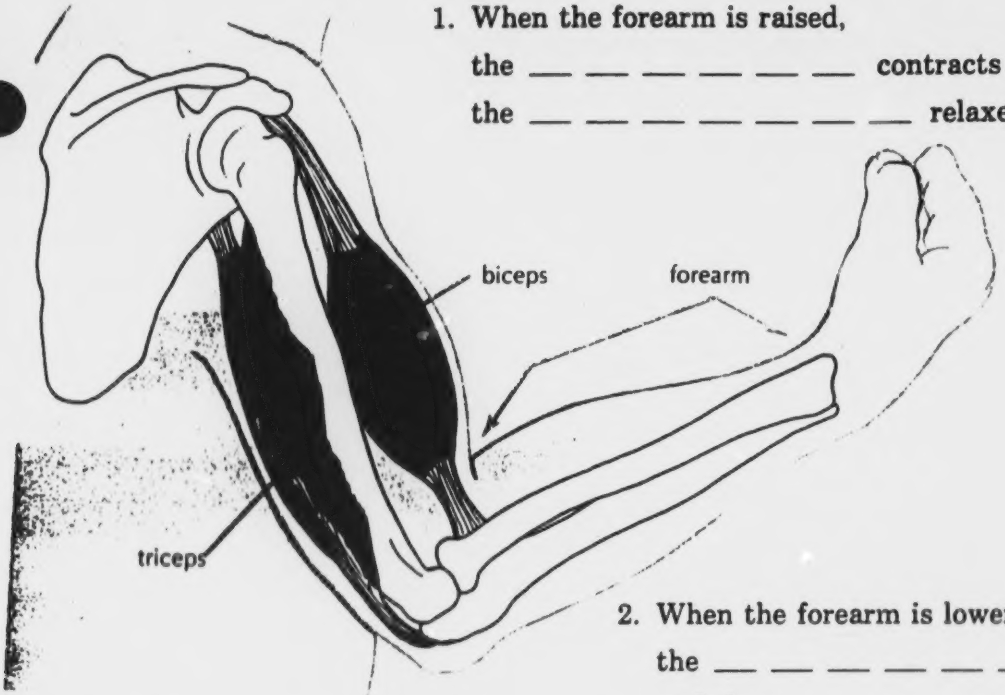
Reading
- You can read some articles in the newspaper.
- You can read the T.V. Guide.
- You like to read.
- You have trouble with certain words, but you skip over them and try to understand parts of what you read.

Writing
- You feel you write O.K.
- You do not really like to write, but would like to improve your writing.
- You avoid writing when possible.

Math
- You feel that you are pretty good with numbers.
- You can add, subtract, multiply and divide.
- You can estimate percentage discounts and you understand how fractions work.
- You like mathematics.

Source: Nova Scotia Department of Advanced Education and Job Training.

1. When the forearm is raised,
the __ __ __ __ __ __ contracts and
the __ __ __ __ __ __ __ relaxes.



2. When the forearm is lowered,
the __ __ __ __ __ __ __ contracts
and the __ __ __ __ __ __ relaxes.

How Your Muscles Work

Put your elbow on your desk. Move your forearm up and down. (That's the part of your arm below your elbow.) How many muscles do you use?

START

You use two skeletal muscles. You use one muscle to lift your forearm. You use +the another to lower it.

Skeletal muscles are made of long +is – tissues. The ends of these those BLANK tissues are attached to bones. You move when the muscles pull s these those bones.

A muscle can pull a bone only in one direction. So two muscles are needed to move a body part. One muscle pulls a bone in one direction. And the other muscle pulls it back.

When a muscle pulls a bone, it contracts and gets shorter. It pulls the bone toward it. The muscle relaxes and gets longer when another muscle pulls the bone.

bicep bi – tricep tri

Your biceps and triceps are two muscles that work together. They move your forearm. Put your hand on the middle of your upper arm. Bend your arm. You should feel a lump. That is your biceps. It pulls your forearm *up*. Does the biceps con-act contract or relax?

Ended here

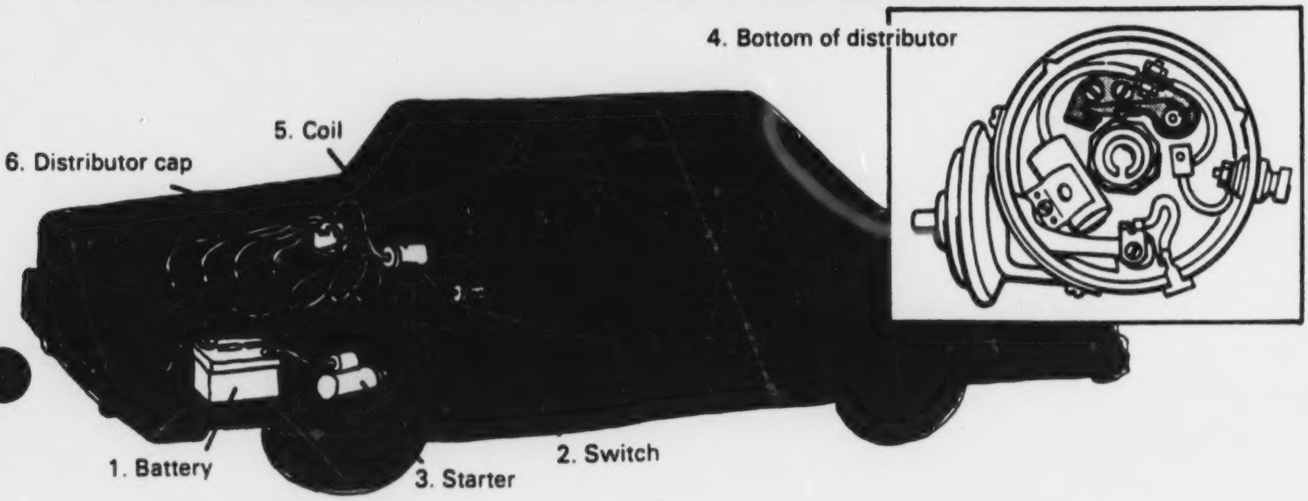
Right. Your biceps contracts.

Now lower your forearm. You should feel the biceps relax. That means your triceps is contracting. The triceps pulls the bone in your forearm *down*.

Look at the diagram. It shows the muscles that move your forearm. Finish the sentences on the diagram. Write *biceps* and *triceps* where they belong.

Source: Reprinted from Human Systems Life Science in Action (p. 15) by Susan D. Echaore with permission of Janus Book Publishers.

7 Ignition system



Dixson, Inc.

A car engine needs more than gasoline to keep it running. It also needs electricity. Spark plugs are screwed into the engine. Big amounts of electricity shoot into the spark plugs. This makes a big spark at on the tip end of each spark plug. The spark ignites the fuel inside the engine. The ignited ignition fuel pushes the pistons of the engine. These pistons move other parts, which and make the car move.

The ignition system makes sparks

Several parts of your car work together to and make the spark. These parts are called the **ignition system.**

What parts make up the ignition system? You'll see them pictured in this chapter. The first picture shows where these parts are in most cars. The second picture shows how the parts work together.

The switch

Let's start with the **switch.** This is where you put the car key in. When you turn the key to the "start" position, you turn on the ignition system switch. This lets electricity flow 50 from the battery to the starter (cranking motor).

The battery

You can see number 2 in the picture. It points to the switch. The **battery** is number 1. We made it number 1 because that's where the electricity comes from. You'll find the battery under the hood in most cars. In some cars it's under the back seat. It's a heavy plastic box with three or six capped holes on top and two wire cables. One of the cables is connected to the car body. The other cable leads down to the starter motor.

Source: Reprinted from Maintaining Your Car by Jean Oates, (1987, p. 20) with permission of New Readers Press.

There are people who realy bug me. One such person is the person who is always asking me questions but who already know the answer

What other people really bug you?

people who no more than me and try to Rub it in my face all the time and dont really no that I can do the work if I really want to if I like to.

What kind of work would you really like to do if money were not an issue?

the job I really would like to do would be work ing with cars and trucks because I like work with automotive's I work with cars sent's I was 15 years old and I learnt a lot of things about them

accidents? Have you had any accidents while Working on a Car or truck?

I was helping Ronnie ____ put a motor in a truck I was sposto jack the motor down and I let it go and it feel on his leg a broke it in three place's in 1985 in the parking lot.

Source: Nova Scotia Department of Advanced Education and Job Training.

INTEREST SURVEY

This survey will help you to find out where your learner's interests lie. Ask the questions orally and record the answers.

1. Why are you taking this course? so I can learn more about the big world and try to get a Gr.12 and try to get a nice Job and know how to keep it.

2. What things would you like to be able to do that you can't do now?
I would like to do math and all of the rest of the work to.

3. What magazines do you find interesting? magazines that tell you all about fighter's and westlers and hockey stuff like that and stuff that make's you laugh like funny bloopers's.

4. What are your favourite TV programs? (growing Pains) (Cosby show) (227 show) (Just the two of us) alf and his family from malomack (who's the Boss)

5. What hobbies or interests do you have? I like to play (ball) (soccer) (football) (basket ball) (hockey) and I like Driving alot stuff like that.

Source: Nova Scotia Department of Advanced Education and Job Training.

Case study

Personal

Female, early 30s, single parent, two children: one pre-schooler, the other in grade three

School experiences

- You left school in grade six.
- You spent some time in a special education class, but felt you should not have been there.
- You have not taken any upgrading since leaving school.
- You heard about the upgrading program through a friend.

Needs/wants

- You want to help your children with their school work.
- You need child care if the program is in the evening.
- You do not have transportation.

Reading

- You can read parts of the T.V. Guide.
- You can read some of the headlines in the paper.
- You would like to be able to read books to your children.
- You read slowly, trying to figure out each word.

Writing

- You can write your name, address and phone number.
- You are really nervous about writing, but you can write a few sentences.
- You concentrate on writing words as neatly as you can.
- You worry about your spelling.

Math

- You have developed a system to handle the bills.
- You can add, subtract and do some multiplication and division.
- You have some understanding of the metric system (through shopping and watching the weather).
- You liked math in school.

Source: Nova Scotia Department of Advanced Education and Job Training.

The EAST COAST READER

A newspaper for new readers

MARCH — APRIL 1990

INSIDE

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■ Soviet rights	3
■ Quiz	4-5
■ Education week	6
■ Easter	7
■ Alexander Graham Bell	8

Photo courtesy The Halifax Herald Limited

Silver medalists Isabelle Brasseur and Lloyd Eisler

Canada finds gold, silver in N. S.

The World's Figure Skating Championship finished on March 11 in Halifax. Canada won two medals, a gold and a silver.

Kurt Browning, from Alberta, won the men's gold medal. Browning also set a new record. He became the first Canadian to win the men's championship two years in a row. He won the men's gold in Paris last year. Browning is only 23 years old.

Two other Canadians won a silver medal. Isabelle Brasseur, from Quebec, and Lloyd Eisler, from Ontario, won silver in the pairs event. They gave a great performance. They missed the gold by only one point. place

made
ms

It was a big win for them. Last year they finished in second place.

Photo courtesy The Halifax Herald Limited

Worlds men's champion Kurt Browning

Source: Reprinted from The East Coast Reader (March-April 1990) with permission of TESL Nova Scotia (Teachers of English as a Second Language).

Source: Reprinted from Laying the Foundations A Parent Child Literacy Training Kit (1988) with permission of Push for Literacy Action Now.

When your child is 3 to 5

Your child begins to learn:
To describe a picture
des
To tell a story back to you
How things happen in order
may
Numbers
To understand and talk about ideas like in or out, up or down, big or small (Mommy, when will I be big like you?)
under/stand inside ger

Five little ducks
Went out to play
Over the hill
And far away

Mother Duck went
Quack quack quack

And four little ducks
Came running back!

Here's what you can do

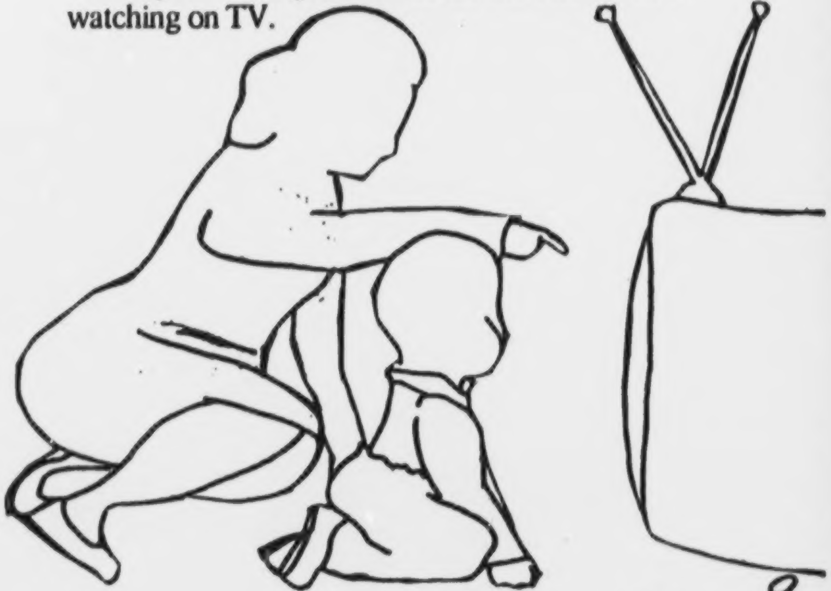
Give your child books about numbers, the ABCs and colors and shapes. Word books that tell stories about animals or little boys and girls are good, too.

When you read to your child, point to the words you are reading. It is good to read the same story over and over. Have your child tell the story back to you.

Play counting games with your child such as hopscotch or 1 Potato, 2 Potato, 3 Potato, 4.
hop-hops

Take your child to lots of places—the zoo, the park, the store, the library, the bookstore, the museum. Talk about everything you see. Call things out by their names. Ask lots of questions.
libr mus what

Ask your child questions about what he or she is watching on TV.



INTEREST SURVEY

This survey will help you to find out where your learner's interests lie. Ask the questions orally and record the answers.

1. Why are you taking this course? To be more education and to help my kids with there home work and to no you can
write wright and read and, spell. Know

2. What things would you like to be able to do that you can't do now?
I would like to be able to write wright without, making a spelling Mistake.

3. What magazines do you find interesting?
Weekly World News

4. What are your favourite TV programs?
Coronation Street
Another world.

5. What hobbies or interests do you have?
reading sewing

Source: Nova Scotia Department of Advanced Education and Job Training.

My little girl

I have a little girl, her name is Felicia She is two years old, she is in Day Care. I take her to school every Morning, Than I pick her up at four.

Source: Nova Scotia Department of Advanced Education and Job Training.

Case study

Personal

Male, 56 years old, retired, widowed

School experiences

- You had limited schooling.
- You went to school until you found work.
- You did not have any "special" classes when you were in school.
- You thought about going to night school, but this is the first time you've inquired about upgrading.

Needs/wants

- Your wife used to handle most of the reading and writing. You need to improve your reading and writing skills so that you can manage for yourself.
- You have transportation and lots of time.
- You are in good health.

Reading

- You can read a few signs and labels.
- You can read your name, address and phone number.
- You want to be able to read information you get in the mail, your phone and light bill, etc.
- You would like to read about people and places (non-fiction).
- You feel embarrassed when you have to read something and usually find an excuse not to read.
- You have a friend who helps you with reading and writing.

Writing

- You can write your name, address (with assistance) and phone number.
- You are very nervous about writing.
- You usually get someone else to write for you.
- You try to avoid writing.

Math

- You can add and subtract, but have difficulty with multiplication and division.
- You can figure out some of your bills and most of your cheques.
- You would like to know more about the metric system.
- You think your math skills are O.K.

Source: Nova Scotia Department of Advanced Education and Job Training.

Cleaning the Chimney

Rick cl — on house
Richard is climbing the ladder to get
a holds
on the roof. He is holding the
ladder --ch cl--
chimney cleaning brush in his left
hand.

Photos by Audrey Anderson

Rick His hand
Richard is on the roof. He has
put
dropped the brush down the
chimney.
ch--

Questions

1. Why should you clean your chimney if you heat with wood?

____

____

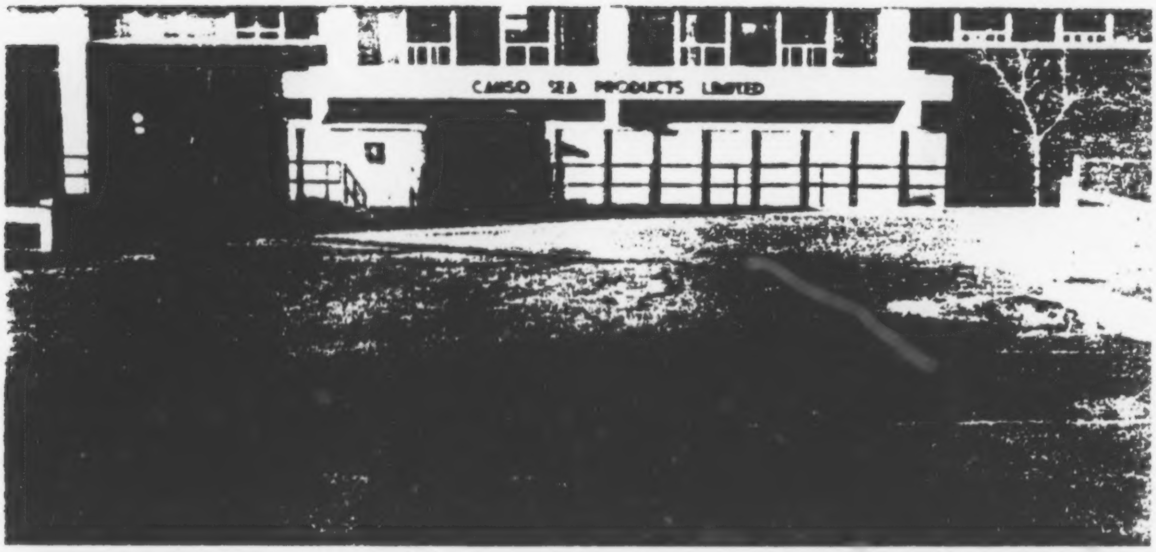
____

2. How often should you clean it?

____

____

Source: Reprinted from Developing a Northern Curriculum by Audrey Anderson, (1986), with permission of Adult English Education Committee, Red Lake, Ontario.



D an S s at with

On December 11, 1989, National Sea said that the Canso Fish Plant would close on April 2, 1990.

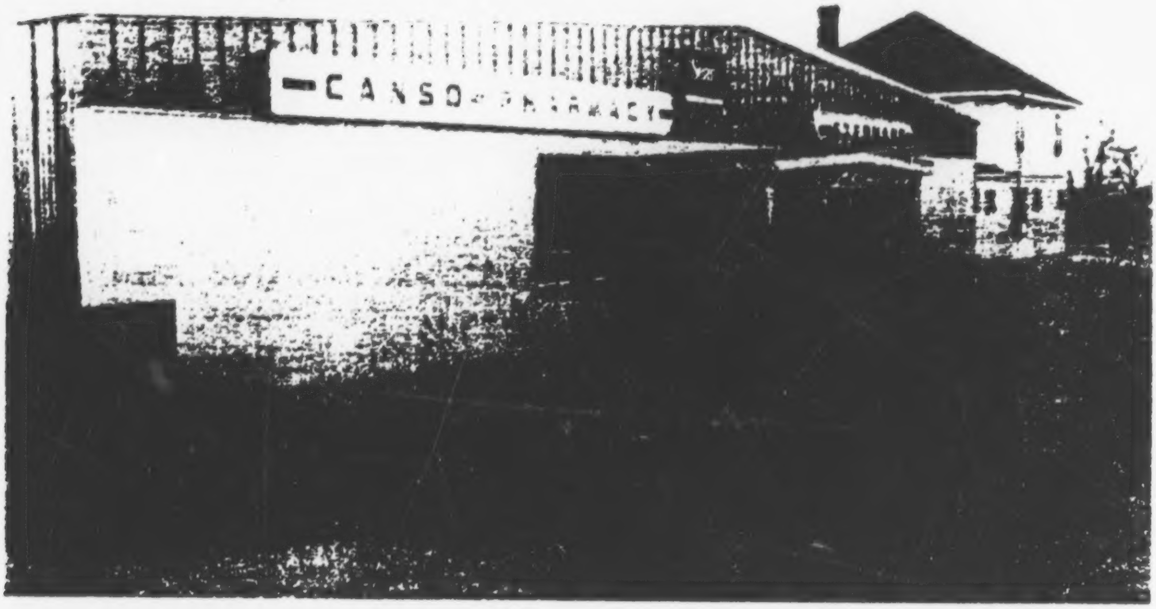
Source: The Closing of the Canso Fish Plant, Partners in Print Series, Nova Scotia Department of Advanced Education and Job Training, 1991.

8 ing
About 800 workers will lose their jobs. They work as fish trimmers,
places
labourers, trawler men, trades people, security persons, office staff and
my
foremen.

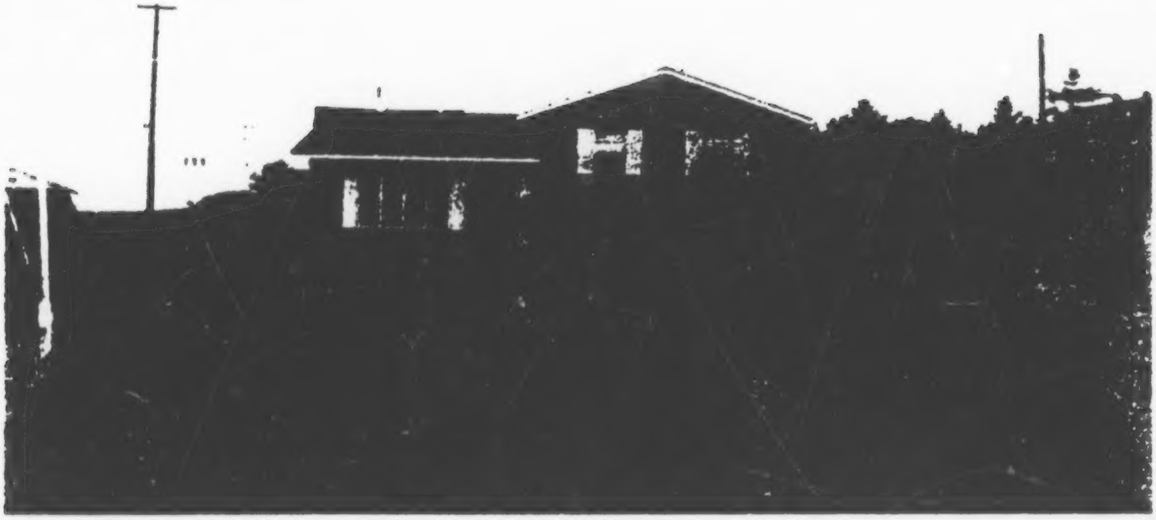
These on get
There are no other jobs for them to go to.

hear family can working
These people have families to care for. Mothers and fathers are worried
family They
about their children. There is little money for food, rent and clothes.

170


CANSO PHARMACY

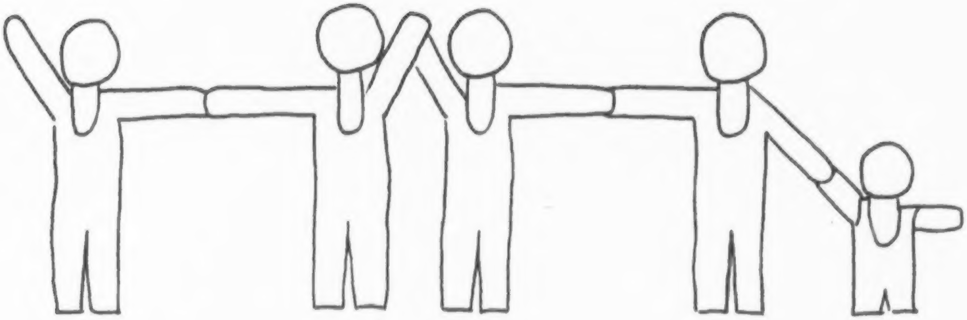
do So
People will not be able to buy much. Stores and restaurants will close
now
down.



my After get
People are scared they may lose their homes. If they have to leave to find
get a tell
work, they may not be able to sell their homes.

w-i-l-l
If people leave there will be fewer children in school. Teachers will lose
so with
their jobs and some schools may have to close. What kind of schooling will
have
the children get?

With good people work
What can be done about these problems? People need to find ways to help
e-a-c-h With helped
each other. They may learn from others who have had hard times before.



get On they b where

People shouldn't give up! "Once you've hit the bottom, there is no way but up!"

c

How did your knee surgery go?

I went ovt to the opr.
rum the pvt me to.
Slep the nurs tri 4.
tims to pvt the nede.
in ny hand.

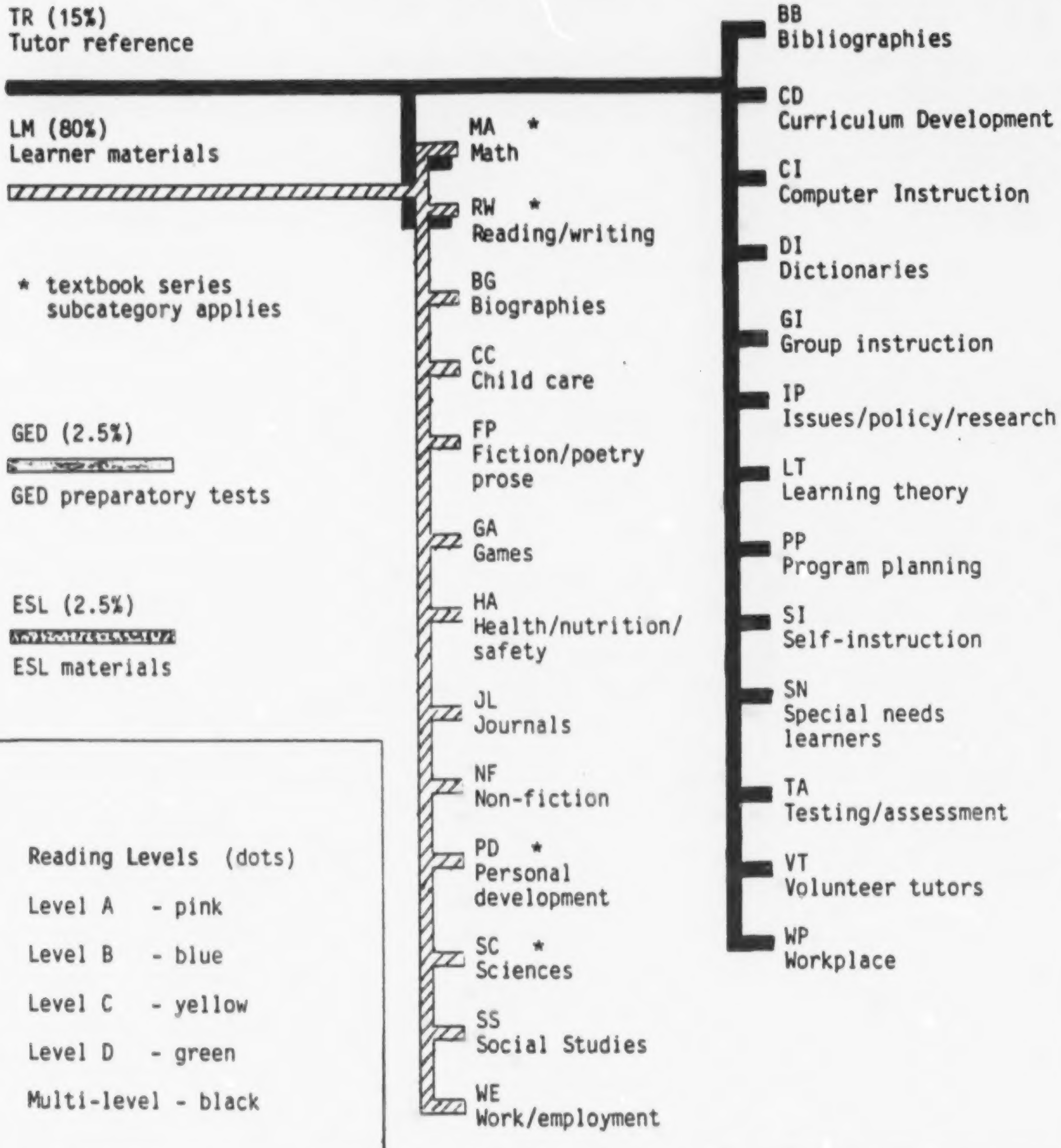
Is your knee still sore?

at time. i an still.
sore. ian mot Work.

Source: Nova Scotia Department of Advanced Education and Job Training.

DIRECTORY

LITERACY RESOURCE COLLECTION



TR (15%)
Tutor reference

- BB Bibliographies
- CD Curriculum Development
- CI Computer Instruction
- DI Dictionaries
- GI Group instruction
- IP Issues/policy/research
- LT Learning theory
- PP Program planning
- SI Self-instruction
- SN Special needs learners
- TA Testing/assessment
- VT Volunteer tutors
- WP Workplace

LM (80%)
Learner materials

- MA * Math
- RW * Reading/writing
- BG Biographies
- CC Child care
- FP Fiction/poetry prose
- GA Games
- HA Health/nutrition/safety
- JL Journals
- NF Non-fiction
- PD * Personal development
- SC * Sciences
- SS Social Studies
- WE Work/employment

* textbook series subcategory applies

GED (2.5%)
GED preparatory tests

ESL (2.5%)
ESL materials

Reading Levels (dots)

Level A - pink
Level B - blue
Level C - yellow
Level D - green
Multi-level - black

Special Interest (stripes)

Black - green
Disabilities - light blue
Incarcerated - purple
Learner-written - red
Micmac/Native - dark blue
Pre-GED - brown
Women - yellow
Workplace - pink

Source: Nova Scotia Department of Advanced Education and Job Training.

Session 5

Overheads and Handouts

BUILDING ON WHAT STUDENTS KNOW

The price for a carton of milk just went up ten cents.

There is a very clear relationship in the carbon arc lamphouse between a clean, consistent light and the coefficient of resistance in the electric arc.

Source: Nova Scotia Department of Advanced Education and Job Training.

Dick will fix a rip.

Will it fit?

Tim will kick a dip.

Will it fit?

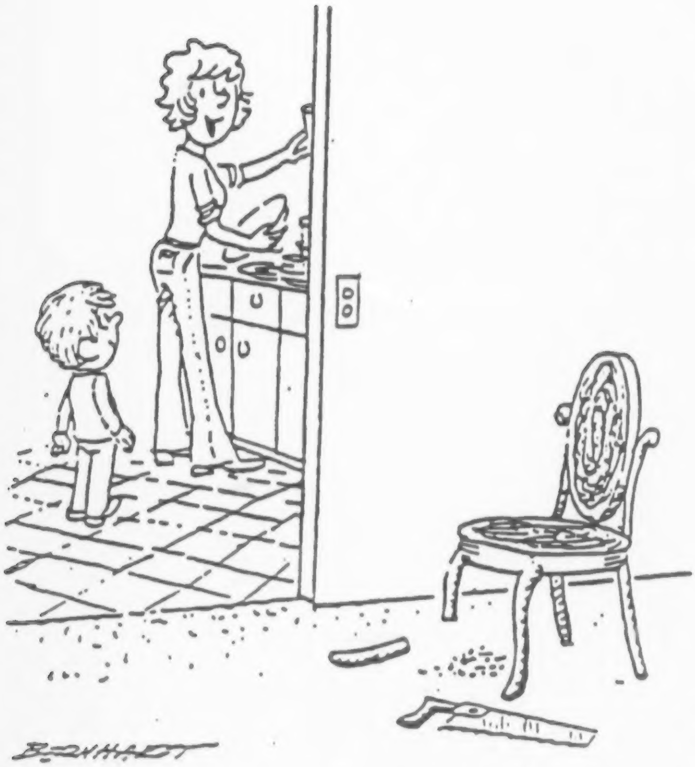
A fish can dig a pit.

Will it fit?

Bill hid a mitt.

Will it fit?

Source: Reprinted from Structural Reading Series B-4 by Toni Gould (1966) with permission of L.W. Singer Co., Random House.



"No, Timmy, not 'I sawed the chair'. It's 'I saw the chair' or 'I have seen the chair'."

Source: Reprinted with permission of Phi Delta Kappan.

Language experience:
"It Works Both Ways"

I live in an apartment over a bakery with my mom. I have lived there all my life. I wanted to move out before, but my dad died and my mom got sick with pneumonia. My mom wanted me to take care of things. Now she's better and it's time to get my own place.

Source: Reprinted with permission of The Alberta Educational Communications Corporation (ACCESS Network).

I didn't win any money.
They were really selling magazines.
Before I knew it,
my house was full of magazines.

Source: Reprinted from Working Together with permission of East End Literacy Press, Toronto, Ontario.

And then I got the bill!
It was $85.
There was nothing I could do.
Never sign anything
unless you know what it says.

Excerpt from: Plain Talk - on Stereotypes

by Catherine Baker

Here's another example of what I mean. At the press conference introducing Representative Thomas Sawyer's new literacy bill, the head of a reading program described illiterate persons. She said that many have poor health; cannot buy generic products at the grocery store; have transportation, family and child care problems; move frequently; and - I quote directly here - "their phones get disconnected."

Have you ever had a utility cut off? How many places have you lived? Have you ever had problems with child care? How's your health?

Indeed, people with poor educations are overproportionately represented in housing shelters and prisons; so are members of minority groups. Would you say that your ability to read is a "root cause" of your behaviour and your property wealth? More or less so than your skin colour?

Have you ever been unemployed? Has your daddy ever gotten you a job? Have you ever been promoted because you had a credential? Have you ever had training or education paid for by your employer? What factors affect your productivity?

We have to stop talking about illiterate people as if they are different from us. Many people who have difficulty reading have other difficulties that are attributable to their reading ability - and their reading ability is a function that can be improved given funds and opportunity. That's all except they may also have difficulties attributable to the changing job market, racism, sexism, the cost of housing, child rearing, credentials, connections, and genetics. They deal with their difficulties using the same strategies that we use to deal with our particular difficulties. They are, as a lot, neither more ingenious nor stupid than we are. They deserve empathy, not sympathy or spite.

Source: Reprinted from The Ladder (vol. XVII, July/August 1989), with permission of Push for Literacy Action Now (PLAN).

Heerz unuthur egggsampul of wut eye meen. At thu prezz confrunss introdoozing Repreezentutiv Tomuss Soyerzz nue literussee bill, thu hed of uh reedeeng program deezkribed illitrut pursunz. She sed that menny hav por hellth; cannot bie jenairic produkts at thu grozry stor; hav tranzpurtashun, famlee and child cair problumz; moov frekwentlee; and - eye kwot durektly heer - "ther fonz get disskunekted."

Hav yew effur had uh yewtilitee kut off? How menee plasez hav yew lifft? Hav yew effur had problumz with child cair? Howz yor hellth?

Indeed, peepul with por edyewkashunz ar oferproporshunutlee repreezented in howzeeng shelturz and prizunz; so ar memburz of mynoritee groopz. Wud yew say that yer abilutee to reed iz uh "rute cawz" of yer beehafyor and yer propurtee wellth? Mor or less so than yer skin culur?

Hav yew effur been unemploid? Has yer daddee effur gottun yew uh job? Hav yew effur been promotud bekuz yew had uh kredenshul? Hav yew effur had trayneeng or edyewkashun payd for bi yer emploiyer? Wut faktorz uffekt yer produktifutee?

We hav to stawp tokkeeng abowt ullitrut peepul az if they ar diffrunt frum uss. Mennee peepul hoo hav diffukultee reedeeng hav uthur diffukulteez that ar uttribewtabull to ther reedeeng abilluttee - and ther reedeeng abillutee iz uh funkshun that kin be improoft givun fundz and opportoonitee. Thatz awl eggzept they mae awlso hav diffukulteez uttribewtubull to thu changeeg jaub markut, razizum, seggzizum, thu cosst uv howzeeng, child reereeng, crudenshulz, kunnekshunz, and junnetiks. They deel with ther diffukulteez yewzeeng thu saim stratugeezs that we yewz to deel with owr partikyewlar diffukulteez. They ar, as uh lot, neethur mor injeeneeyus nor stoopud than we ar. They deezerv emputhee, not simputhee or spite.

Source: Nova Scotia Department of Advanced Education and Job Training.

Session 6

Overheads and Handouts

First Morning

Bob got up early in the morning. The sun was streaming through the window. He looked at the __________. It said seven-thirty.

Source: Nova Scotia Department of Advanced Education and Job Training.

Billy's Car

Billy owned a 1964 Mustang. He never drove it in the winter. He always kept it parked in an old shed by his house. The car had belonged to his ________. One afternoon, he came home from ________ and parked his car in the shed. The wind was blowing ________. He closed the shed ________ and turned to walk to the house. Suddenly he heard a ________. The wind had blown the shed over. Billy ran back only to find that the car was ________.

Source: Nova Scotia Department of Advanced Education and Job Training.

My brother and sister

My brother and sister are never on time. Sometimes, they really bug _____! One time they told _____ they would meet me at the grocery store at 6:00 P.M. I waited and waited. I looked at _____ watch. It said 7:30.

I was ready to take off when _____ showed up. _____ brother said _____ was late because the clock at home was an hour behind. _____ sister said that was a lie. _____ said they were late because the car had quit. I didn't know who to believe and _____ didn't care. I just wanted to get the groceries.

Source: Nova Scotia Department of Advanced Education and Job Training.

What happens next?

One day, I got up to find my best friend sitting on my doorstep.

"What's up," I ______?

"Nothing much," he ______.

"Why are you sitting here," I ______?

"I'm waiting for you to get up," he ______.

"Well, I'm up. So what do you want," I ______?

"I need to tell you about something that happened a long time ago," he ______. "I've never told anyone."

"Come on in. I'll get you some coffee," I ______.

What happens next?

Source: Nova Scotia Department of Advanced Education and Job Training.

BARN TOPS AND HERRING

One winter I climbed up to the top of the barn. I would slide down the roof of the barn and land in a bank of snow. One time however, I missed the snowbank and I landed in a barrel of salt herring. The barrel of fish had been there for a long time so it smelled really bad. I ran home so fast because I was cold and itchy. I went in the house to take my itchy clothes off. My Mother asked me, "Where were you?" I said, "I slid off the roof of the barn and fell in the barrel of salt herring." She was so mad at me! I had to stay in the house for a week. My clothes went in the garbage. I didn't go up on the roof of the barn any more.

Source: Reprinted from Sprylines (1988-89) with permission of Halifax City Regional Library.

Session 7

Overheads and Handouts

Canada

Canada has a lot of history, like wars and the astronot pragram with nasa The wars that Canada hadare, the war with the states and the wars in 1917 and 1939 and the Koren war Canada also went through polatakes as well, there have been a lot of Primer Ministers and a few kings and one Queen. There has been a lot of change in the cities, like when ever we get a new mayer the cities ~~get~~ new buildings new jot and also new laws as well. The school has come and gone there were a lot of big school thrity years ago now there are a handful. now. Canada has still a lot of history to make, andI will be a part of it.

Source: Reprinted with the permission of an adult learner from the North Branch, Halifax City Regional Library.

Oct. 11

Water. Water Everywas.

We seem to take it for granted. Water the lawn. there it is agin It is so easy I was not that Luckie a few years ago. I lived in St Margrets Bay with my wife and two small children. We drew are water from the well. I would leve for work at seven oclock. but befor leveing I would fill two five gl. bucks up whis that so easy to get stuf we knaw as water.

This went on for three years until I decidud to put a water lime in to the house. Looks like more fun? I was wrong

I started to dig the dich in March I would go to work at seven till four come home and work frome six to nine or so. I was all most finished when the hevenins open ups.

There gos the dich!" Water water everwere all in the wrong places. O well carry on Don, this has to be done. Well dig it out agin. Anyway in yune finally it is all done I think? I put the line into the wel in July burryed it and a prayer.

If people would stope and
relealize how inporunt it is
to have this so called stuf we
call water for granted they
would have a better
understanding how it is being
abused. Thy would have a
bettr out look on the situation

P S

you don't mis the water
till the well gos dry.

Source: Reprinted with the permission of an adult learner from the North Branch, Halifax City Regional Library.

Spelling dictation

Many people have commented that western Canada has no history. They are looking only at the vestige of recent colonization and are not observing the eskers and moraines left by receding glaciers of just 10,000 years ago or the fossils captured in rock formed from primordial mud. The land yields a plethora of corroboration of an extraordinary prehistoric past.

Ominous hoodoos overlook the Valley of Dinosaurs where ancient rock formations have relinquished evidence of the gingko-eating hadrosaurs, such as the four-ton Edmontosaurus, hiding in shallow swamps to evade rapacious predators like the Gorgosaurus.

From ancient bivouacs at Kananaskis to petroglyphs of wapiti and buffalo hunts at Whoop-up Coulee and drive lines at the Head-Smashed-In buffalo jump, the observant visitor will enjoy the capacious chronicle of pre-settlement life in Canada's west.

Source: Nova Scotia Department of Advanced Education and Job Training.

Session 8

Overheads and Handouts

Talk About It

Goals: 1. To get participants talking about their work in hopes that writing about it will come more easily.

2. To build work vocabulary.

3. To create uniform definitions of ambiguous work words in order to facilitate communication.

1. Play *Talk About It* game

Divide participants into groups of three. Each group selects a "talker". The "talker" is given one minute to talk about his or her job. The object is to mention as many work words as possible. While the "talker" talks, the other group members record the work words.

The group recording the most work words wins.

2. Define the words

Collect all the lists and have the class select those words which they use frequently, have questions about, or want to know more about. Divide the words among small groups. Ask each group to come up with definitions of their words (provide dictionaries).

3. Exchange definitions

Exchange written definitions with other groups for suggestions, confirmation and other comments.

Source: Nova Scotia Department of Advanced Education and Job Training.

Mini-Theme on Nova Scotia

Participants had been reading about famous people in the Maritimes, especially New Brunswick. They wondered why there was so little material available concerning Nova Scotia. In response to this, it was decided that one session would be devoted to delving into what each of us already knows about our province.

INTRODUCTION

We began by listening to a recording of "Farewell to Nova Scotia". We read the lyrics as we listened to the tape (one of the participants sang along). The folksong helped us to start thinking about Nova Scotia, and brought out various ideas which included Nova Scotia's connection to the sea, the scenery, and tourist attractions.

ACTIVITY

We agreed that we would make a statement, perhaps in the form of a poem or song, concerning what our province means to us. We began by brainstorming the assets of N.S. We kept this though in mind: if someone from another place were to ask us to describe Nova Scotia, what would we say?

ORGANIZATION

The one group split into two smaller groups in order to better contribute to a brainstorm. One group took a semantic-map approach, while the other group preferred to put points in a list. When the brainstorms were completed we returned to one group. Since the brainstorms had been done on large chart paper it was convenient to put the charts up on the wall for continual reference. On another sheet of chart paper we amalgamated our ideas -- and occasionally came up with a rhyme or two. We decided upon necessary inserts and revisions, and voted on a title for our poem.

During the draft of the poem, I wrote what participants dictated, hence any original misspellings were immediately corrected (and participants selected five for their list of spellings to learn). The chart paper is unable to be photocopied, thus I have copied, as closely as possible, the brainstorms of each group, and the draft of the poem which was put together collaboratively.

BENEFITS

Participants gained a sense of their own and each other's knowledge of N.S. They developed a sense of cooperative learning which entails the many facets of communication thereof, in addition to experiencing the writing process from determining purpose to deciding upon form.

Source: Reprinted with permission of Adult Basic Education Program, Cobequid Neighbourhood Work Activity, Truro, Nova Scotia.

Group 1

April 18/91

Nova Scotia

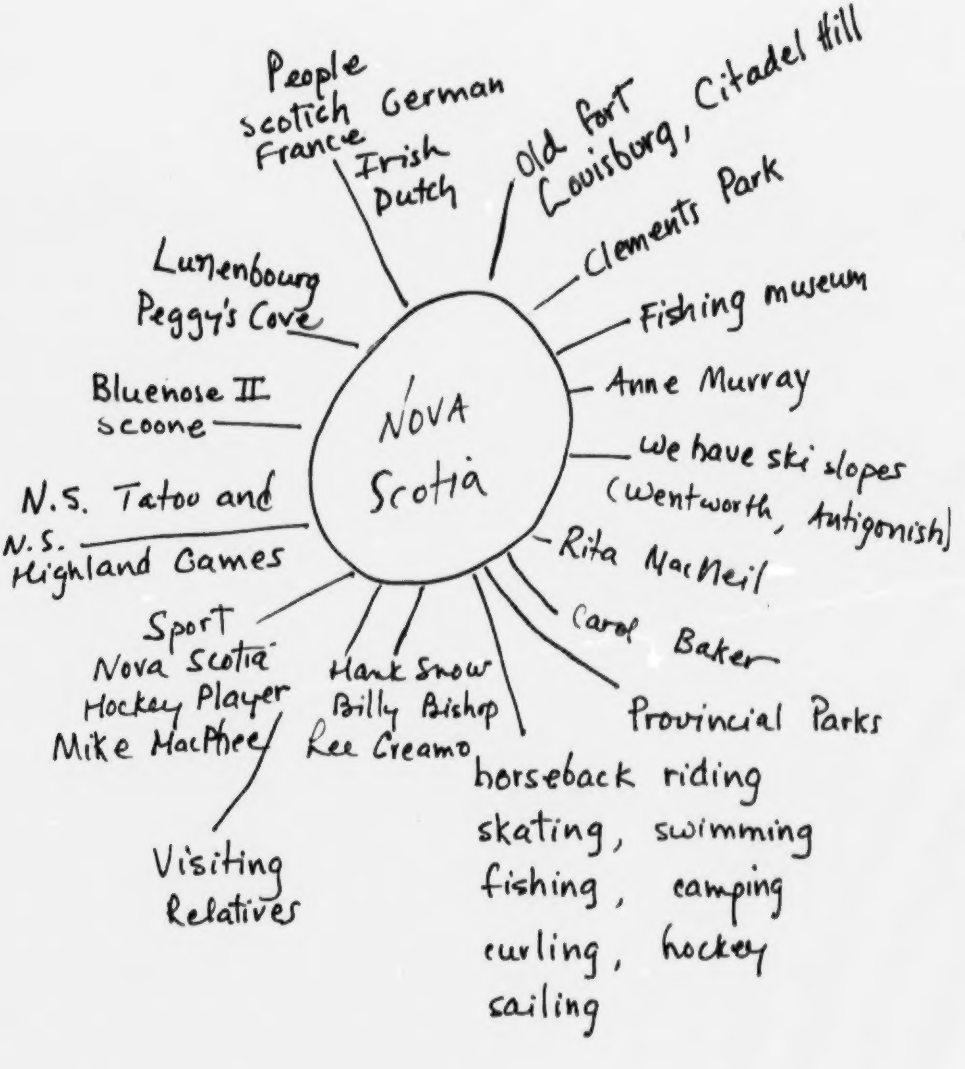
- We have a Bay of Fundy has red mud flats
- Ships haling cars, haling food
- they have good country music
- they have apple blossom day in N.S.
- We have a good city it is Halifax - public gartens
- We have a lot of Natives in N.S. - hand crafs
- We have a Capot Trail, steep steep and beautiful
- Citadel Hill where the English settled
- Skiing slopes in Wentworth

- Snow sometimes white and cold
- Truro is home, comfortable
- Victoria Park - nothing but trees Trees sparkle with snow
- lots of hills cover with grass and sometimes snow also rocks
- lots of open land, brooks and streams with fish
- bridges, some old ones made of wood, some new steel ones old bridges feel so much weight. new bridges feel no pain
- overlooking the walls of Citadel you can see the Bluenose down below
- N.S. has high seas and low mountains
- summers are short and winters are long

Source: Reprinted with permission of Adult Basic Education Program, Cobequid Neighbourhood Work Activity, Truro, Nova Scotia.

Group 2

April 18/91


NOVA Scotia
People
scotich German
France
Irish
Dutch
Old fort Louisburg, Citadel Hill
Clements Park
Fishing museum
Anne Murray
We have ski slopes (Wentworth, Antigonish)
Rita MacNeil
Carol Baker
Provincial Parks
horseback riding
skating, swimming
fishing, camping
curling, hockey
sailing
Hank Snow
Billy Bishop
Lee Creamo
Sport
Nova Scotia
Hockey Player
Mike MacPhee
Visiting Relatives
N.S. Tatoo and
N.S. Highland Games
Bluenose II
scoone
Lunenbourg
Peggy's Cove

Source: Reprinted with permission of Adult Basic Education Program, Cobequid Neighbourhood Work Activity, Truro, Nova Scotia.

Putting it together April 18/91

Title ? Nova Scotia Outlook

What do we have to say about our province ?

#1

Nova Scotia
Sometimes white and cold
Trees sparkle with the snow
High seas and low mountains
Lots of hills covered with trees
Lots of open land covered with
Lakes, brooks, and streams
Bay of Fundy with red mud flats
The highest tides in the world
Imagine that !

#2

Old wooden bridges feel so much weight
New steel bridges have no pain
Overlooking the walls of Citadel Hill
See the Bluenose down below

The old schooner we all know
once she was so high and proud
and undefeated world around

#3

Fishing off a Lunenburg wharf
Or watching the Tatoo
People come to Nova Scotia
For all that they can do
Skiing at Wentworth
Camping at Elm River Park
Walking through the Public Gardens
Swimming at Victoria Park
Horseback riding on wooden trails
Watching the Highland Games

Source: Reprinted with permission of Adult Basic Education Program, Cobequid Neighbourhood Work Activity, Truro, Nova Scotia.

Nova Scotia Outlook continued

#3
Sailing on a schooner
Listening to good country music
Riding a ferris wheel at Clements Park
Walking on the rocks at Peggy's Cove

#4
Nova Scotia
Sometimes white and cold
Summers are short
Winters are long

Source: Reprinted with permission of Adult Basic Education Program, Cobequid Neighbourhood Work Activity, Truro, Nova Scotia.

"Nova Scotia Outlook"

Nova Scotia
Sometimes white and cold
Trees sparkle with the snow
High seas and low mountains
Lots of hills covered with trees
Lots of open land covered with
Lakes, brooks, and streams
The Bay of Fundy with red mud flats
The highest tides in the world
Imagine that!

Old wooden bridges feel so much weight
New steel bridges have no pain

Look over the walls of Citadel Hill
To the old schooner we all know
Once she was so high and proud
And undefeated world around

Fishing off a Lunenburg wharf
Or watching the Tatoo
People come to Nova Scotia
For all that they can do

Skiing at Wentworth
Camping at Elm River Park
Walking in the Public Gardens
Swimming at Victoria Park
Horseback riding on wooded trails
Watching the Highland Games
Sailing on the Bluenose II
Listening to good country music
Riding a ferris wheel at Clement's Park
Walking on the rocks at Peggy's Cove

Nova Scotia
Sometimes white and cold
Summers are short
Winters are long

By: Bob Smith
Larry Urqhart
Lisa Urqhart
Gilbert Watson

Source: Reprinted with permission of Adult Basic Education Program, Cobequid Neighbourhood Work Activity, Truro, Nova Scotia.

ARTICLES ON COURAGE

by Adult Learners

Source: Reprinted with permission of Adult Basic Education Program, Cobequid Neighbourhood Work Activity, Truro, Nova Scotia.

The Terry Fox Story

Terry Fox was a very brave man. He had strength. He tried to help others with cancer. He had cancer himself. Terry Fox ran twelve and a half miles the first day. He had to give it up because it got dark, cold, and foggy. He also put up with the heat, rain and snow when he ran across Canada. Terry lived for high ideals and for people in the same position as himself.

Raymond

Doctors

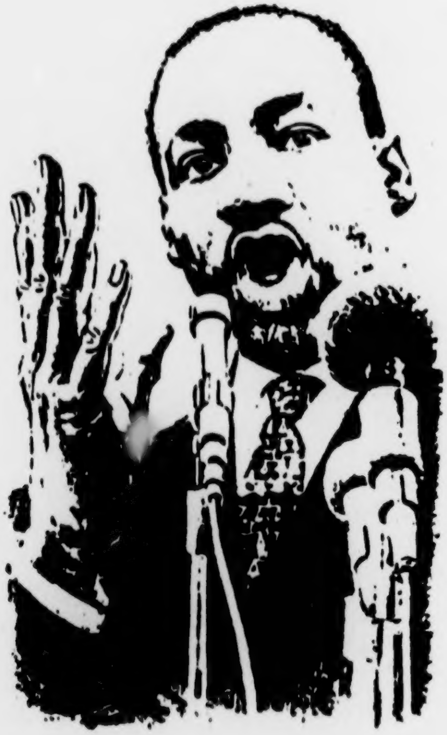
I think Doctors have courage. They have to deal with sick people. The doctors are qualified to prescribe medicine to make you better. Doctors have to be at the hospital day and night to deal with people who have been in accidents. It must take a lot of courage to operate on the very sick people and try to make them well again.

Jeannie

Martin Luther King Jr.

Martin was very smart. He had a great education--that's what made him a good speaker. "So I say to you my friends, that even though we must face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream that one day this nation will rise up and live out the true meaning of its creed--we hold these truths to be self-evident, that all men are created equal." He got what it takes to be a leader. He was scared inside, but brave outside because he was Black in a White society. He was a strong willed man in order to face the nation that he had done. Then he was assassinated in the 60's.

Ray



A Friend With Courage

I have a friend who I more or less grew up with. He would do anything for me or for anybody. He is also my best friend.

We most always got together on the week-ends and went hunting or fishing together or maybe went to a hockey game.

One week-end he went away hunting with another friend and had an accident. He was shot in the leg which was not his fault or his friend's fault. This apparently was a stray shot. It crippled him for life.

Talking about who has courage or not and why, I would say this man is full of courage. He is willing to try or go ahead with anything he can possibly do. There is lots of things he can do and things he can't do.

His occupation today is a lawyer. He drives his own vehicle to and from work.

He is a wheel-chair patient and gets in and out of his vehicle, however his wife goes along with him and does what she can to help him. He seems to be a happy man today although he is handicapped, he still has lots of courage.

Dale

Group Case Study

Billy: Billy reads and writes at the A level. He is about 54 years old, he has worked as a fisherman most of his life. He's nervous about participating in group discussions.

Betty: Betty is in her mid-thirties. She is married and has two children. She reads and writes at about a B level and would like to be able to help her children with their school work. Her friends don't understand why she wants to take the program.

John: John is a millwright, presently on compensation. He needs upgrading in order to pursue re-training. He reads at about a C level but is less competent with his writing. He is about 40 years old. John has a tendency to think he is an authority on most subjects. He often dominates discussions.

Darcy: Darcy is 21 years old. He quit school in grade 9. His employment counsellor has suggested he get his GED so that he can pursue trades training. He writes at about a C level but has difficulty understanding what he reads. Darcy wants the trades training but doesn't understand why he needs to take the upgrading.

Barbara: Barbara is a single parent with one young child. She is 22 years old. She dropped out of school when she was 16. She is a clerk in a grocery store. She feels she reads well but wants to improve her writing. She finds it difficult to work at home.

Goufang: Goufang came to Canada from Singapore where she completed high school. She took a six week introduction to English course but still finds it difficult to read, write and communicate in English.

Source: Nova Scotia Department of Advanced Education and Job Training.

Letters

Drinking and driving

To the Editor:

Drinking and driving do not mix. This is well-known. It is less known, that is is not necessary to be drunk or to have taken several drinks to commit a drinking and driving offence. Driving with blood alcohol exceeding 80 milligrams of alcohol in 100 millilitres of blood is 0.08.

If a police officer has reason to believe a driver has been drinking, it is his right to stop that vehicle and test for alcohol in the driver's blood. If you refuse to give a roadside test (alert) or a blood sample or breathalyser test, it is a crime without reasonable excuse.

Statistics show that in Canada alcohol is one of the leading causes of automobile accidents. Alcohol is also involved in approximately 50 per cent of fatal automobile accidents which occur in Canada. There was some 5,000 deaths and 175,000 reported injuries in traffic accidents every year. In Nova Scotia there are about 160 motor vehicle related deaths and 4,000 people injured per year. In the last decade 51,300 people died in road crashes in Canada another 2,342,300 were injured, many of them permanently disabled. Every year the future, hopes, and dreams of Nova Scotians are destroyed by motorists who choose to drive after drinking.

Every year in Canada several hundred teenagers die in accidents involving alcohol. There are some drivers who have been impaired by taking prescription or illegal drugs and mixing them with alcohol. The victim could be your friend, a classmate, someone in your family or even you.

Deaths caused by a drunk driver. In November 1972, a young couple and their 22-month-old baby were killed by a drunk driver. And a young man was taken to the hospital in Halifax. The young woman was my husband's cousin.

Injuries caused by a drunk driver. In June 1976, a family of four was sent to the hospital in Bridgewater for injuries due to a drunk driver in a hit and run accident. Another couple was looked at but later sent home. They were members of my family and two friends.

So if you are going out for the evening and you are going to be drinking, get someone to go with you who will not be drinking and can drive for you.

Be safe, not sorry.
Keep your dreams alive
Don't drink and drive
Dorothy Hubley

Source: Reprinted from The Bulletin, June 19, 1991 with permission from Lighthouse Publishing, Bridgewater, Nova Scotia.

Letters to the Editor

First hand experience of a young driver

To the Editor:

After reading the "New laws for new drivers" piece in the opinions column of the April 1 issue of the *Lighthouse Log*, I decided to write you.

I have firsthand experience on the subject of young people behind the wheel. I respect my parents very much, and I really thought it was great five years ago on my 16th birthday when my father said, "Okay, son, it's time I take you for your license."

I eventally got my full legal driver's license. My father had a little 1978 Acadian which he still owns. Ravaged by the hardships of a teenage driver. It is not in as good shape as it could have been, to say the least.

In the spring of 1987, my father let me use the car off and on, since I live near New Germany, to travel to school. That was his first mistake.

The final straw came in the summer when after band practice one day, we went to a friend's house.

I was leaving when one of the guys hollered, "Give it to 'er." I backed out of his driveway and there was a turn at the end of the lane where his father's garage was built.

In the soft gravel, I lost control of the car and ran into the corner of the garage, knocked it off its foundation by nine inches, knocked paint cans off the walls and onto a car which was ready to be painted inside, and put a lump on my head that made me look like an ET impersonator. I never wore a seat belt. Seat belts are a law. I used to leave early in the morning, go to school, talk to a few friends, and plan our escape. Around 10:00 a.m. we'd take off from school, drive around, and end up wherever the car went - Bridgewater, Liverpool, Blockhouse, Chester, the Annapolis Valley, wherever.

My father made his second mistake when he let me have the car on Friday and/or Saturday nights.

I would pile as many as seven or eight people in that car at one time. Where would we all sit? Don't forget the hatchback!! And we would go tearing around the Bridgewater area trying to break every rule of the road we could without getting caught.

I got tired of just driving around, so I used to go to a certain subdivision where there was a gravel pit. You can guess the rest.

My father found out about all of my past shenanigans, and I still feel as though the 1,497 times I've apologized haven't satisfied him.

So you tell me, an average former teenager, should 16-year-olds have access to a steering wheel? And if you're a teen, honestly, are all the things you are doing behind your parents' back really worth it in the long run? Maybe, maybe not.

Yours truly,
Marty Russell Robar,
RR #3, New Germany

Agrees wholeheartedly

To the Editor:

In response to Marg Hennigar's opinion on raising the driving licenses from 16 years to 18 years, I agree wholeheartedly. Today's youth are being raised with an "I don't care attitude" because they believe that their parents don't love them. Most do, but the way they were raised , today's parents just don't know how to show their children the kind of love we all need to feel safe and secure in order to grow and mature.

Don't get me wrong. No doubt some 14-year-olds are responsible and mature enough to drive defensively (that is, if you see someone coming towards you, get out of their way!)

Cars today are too powerful for the type of roads they travel on. Young people like power. The more power the better and with the front wheel drive (which,I don't think is going to last) if a person has no experience with it, they can lose control very easily.

Now Australia has a good way of allowing their teens to learn to drive responsibly. Before they can get their licenses, they must get their beginners first and must always have an adult with them at all times when driving. The adult must have a driver's license for at least five years and they are not allowed to drive after dark or under the influence. They must show that they are responsible for three years before they can get their licenses.

Canada seems to be always tagging along behind other nations when there is something good to follow and the last to give up anything that is not good for her. I think it is high time Canada became a leader of good instead of a follower.

Raymond Hebb,
Hebbville

Source: Reprinted from the Lighthouse Log (April '91) with permission of Lighthouse Publishing Limited, Bridgewater, Nova Scotia.

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Opinions

New laws for new drivers

News that Nova Scotia may change the rules governing drivers' licenses is welcome. Licensing laws have not kept pace with society's dramatic changes.

Years ago it was reasonable to grant a 16 year old child a driver's license. Very few 16 to 18 year olds had cars then and access to the one and only family automobile was severely restricted by parents who could say no and mean it. There were no high speed highways. There were no high speed cars. Traffic was a fraction of what it is today. The drinking age was 21. Drugs were not yet a social problem. Most young people had been taught to respect the law and to have consideration for the property and the rights of other people. They accepted driving a car as a very special privilege, not a constitutional right.

Rules that suited those conditions are no longer adequate today. Sixteen seems several years too young for most young people to be granted the privilege of driving a high speed car on today's high speed, traffic choked highways.

Licensing systems that have proven successful in Australia and New Zealand are being studied here. Under consideration are ideas that include having all new drivers go through a probationary period of several years. During that probationary time there would be various restrictions such as driving only when accompanied by a licensed adult, a limit on the number of passengers and the prohibition of night driving. The kind of roads that could be driven on and the power of the car's engine might also be restricted during the probationary period.

Teenage drivers caught driving after drinking any amount of alcohol would automatically lose their licenses. In some places in the U.S. now, anyone underage who is caught drinking any amount, anywhere, whether or not they are driving a car, automatically forfeits his or her driver's license.

Such changes would inconvenience many teenagers and some parents as well. But if they resulted in even one less highway fatality, they would surely be justified.

When it was announced that changes in driving licensing were being considered a TV reporter interviewed some teenagers on the topic. Naturally they were indignant about the possible changes. But I thought one bright looking young man who was obviously attempting to appear mature and worldly, blew the whole case for the defence. Why would anyone want to change the rules? he asked. Driving is so easy. What's the big deal about driving a car?

If his attitude is representative of the maturity of today's teenagers, perhaps they should also consider raising the driving age to 21.

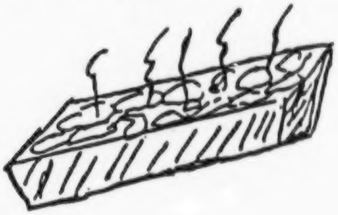
Source: Reprinted from the Lighthouse Log (April '91) with permission of Lighthouse Publishing Limited, Bridgewater.

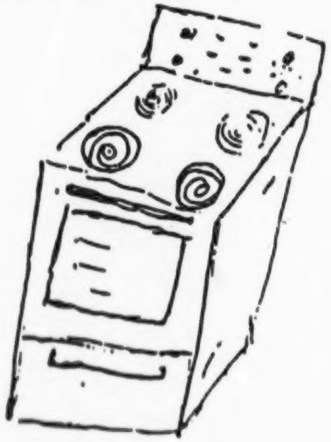
Session 9

Overheads and Handouts

Potato-in-the-Oven

6 to 8 potatoes medium size
1 onion medium size
1 carrot
1 to 2 green peppers
Some mushrooms
Uncooked chicken or meat, if you like
1½ cups water
Salt, pepper to taste
2 to 4 teaspoons shortening





1. Peel potatoes and slice ½-inch thick. Cover the bottom of medium sized baking
2. Slice onion, carrot, and green peppers, mushrooms. Cut chicken or meat into large pieces. Put them on top of the potatoes. Put more sliced potato on top to cover most of vegetables and meat.
3. Pour 1½ cups water in the dish. Sprinkle salt, pepper on top. Put shortening on top.
4. Bake at 350° to 400° until bottom potato, vegetables and meat are cooked (approximately 45 minutes to 1 hour). Top potato should be brown.

Source: Reprinted from Writer's Ink Cookbook (vol. 6, winter 1987) with permission of St. Christopher House Adult Literacy Program, Toronto, Ontario.

Chosen Home

I arrived at my New chosen home,
Against my will
To see many new faces, "Oh"
What will I ever do
To be scared and all alone in my New
Chosen home.

"You wonder who I am"
Just sitting there, quiet and shy.
Each wondering what each other is thinking

I stop, and stare, to think about
The good old days. And they were good.

Oh to think this is my last resort
to live, to lose my independence and
My self control I guess it goes with
age.
With my glasses, hearing aid, cane.
Please do Not be fooled, because under
all this is a good old soul, so much
to be told.

Oh Please can't you stay awhile
So I can pass on the tales and
the Knowledge I've learned . now
that I'm old"

Someday you will have a New chosen home
Wouldn't you want someone to listen
To you
Oh please come and sit awhile in my
New chosen home.

Ann Kaulback P.C.W.
July /91

Source: Reprinted with permission of an adult learner,
Computer-Assisted Upgrading Program, Bridgewater,
Nova Scotia.

Situation Story

You get up early in the morning to go to the bathroom. It's still dark outside. Suddenly, you see a bright light bobbing up and down just outside the window.

What do you feel like?

What do you do?

Where is the light coming from?

Source: Nova Scotia Department of Advanced Education and Job Training.

Situation Story

You are standing in line at the grocery store when an older lady starts to talk to you.

What does she look like?

What does she say?

The lady follows you out of the store. She continues to talk.

What do you do next?

Source: Nova Scotia Department of Advanced Education and Job Training.

Your opinion

There are people who believe that men put in prison should not be given any chance to get back into society.

These people think that the only safe way to protect society, is to keep convicts locked up.

What do you think about this way of thinking? How do you see the person who has served time?

Source: Reprinted with permission of Paul Jewers, Education student, School of Education, Dalhousie University, Halifax, Nova Scotia.

Your Opinion

I remember my father saying that he felt it was his duty to provide us with opportunities he had missed.

Do you agree with that?

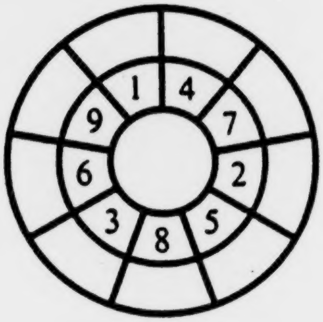
What are some opportunities you feel you have missed that you would like your kids to have?

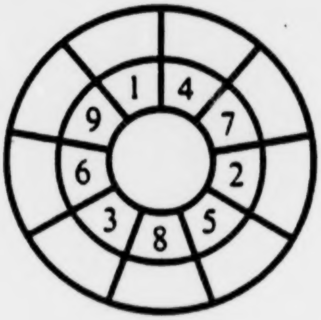
Source: Reprinted with permission of Ahillya Sankar, Education student, School of Education, Dalhousie University, Halifax, Nova Scotia.

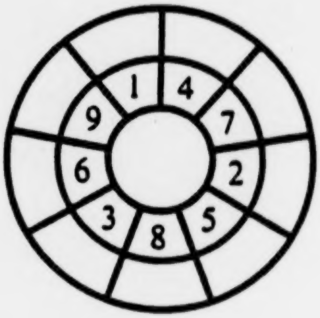
Session 10

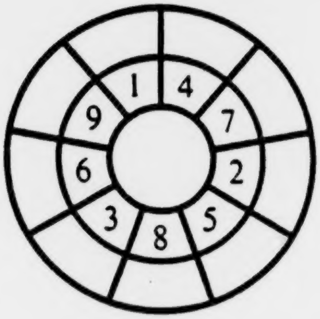
Overheads and Handouts

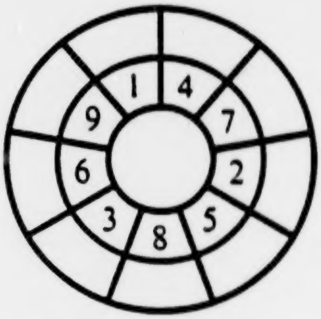
Write a number (from 1 to 9) in the center of each circle. Then add or multiply that number with each number in the middle ring. Write your answers in the empty spaces.

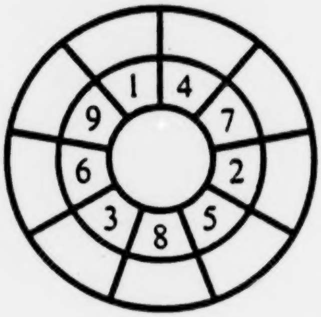


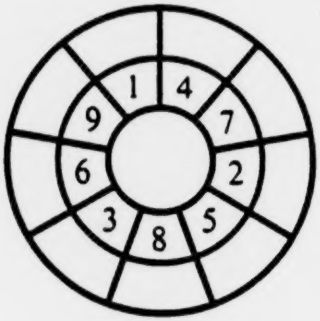


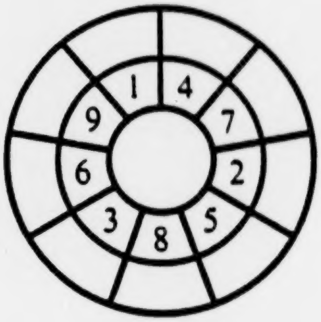


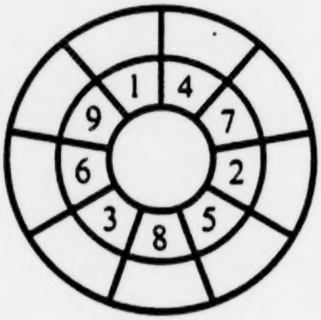


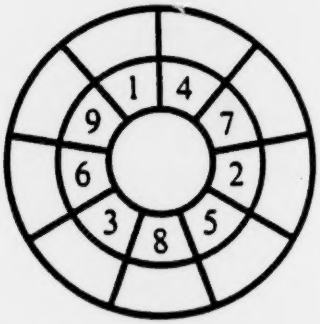


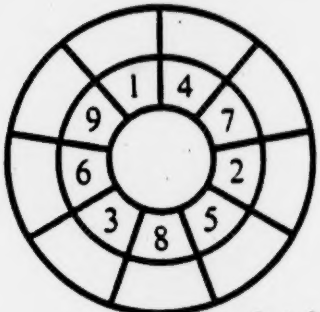


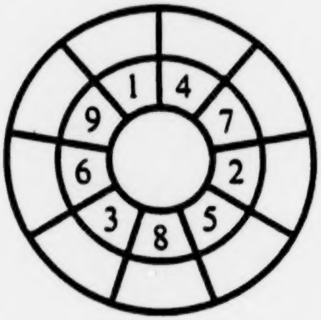












Source: Reprinted from Breakthrough to Math, Level One Workbook with permission of New Readers Press, Syracuse, New York.

GRINDERS

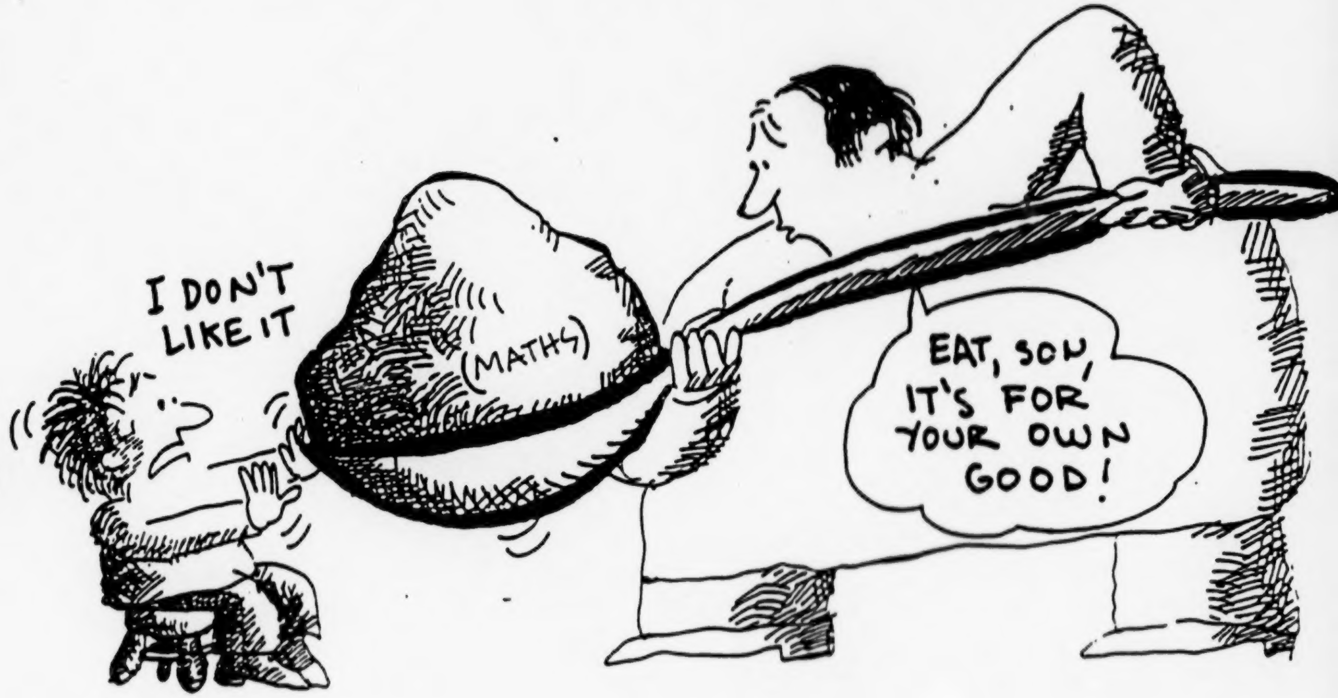
Situation:

There are 8 grinders on your shift. Everyone reached his or her quota of $4,500 everyday for 4 days. One grinder surpassed this mark by $500 daily and another grinder surpassed it by $350 daily.

Solve each problem

1. What is the total quota reached by employees on this shift for the 4 days?
2. What is the average quota reached by each grinder during the 4 days?
3. What if 10 grinders had done the same work? What would the average quota be then?
4. What is the weekly quota of the worker who surpassed the $4,500 quota by $500 daily? of the worker who surpassed it by $350 daily?
5. If $2,500 worth of the work were classified as rejects, what would the total acceptable quota reached by this shift be?
6. If the worker who did the most work were sick one of these 4 days, what would her weekly quota be? What would the shift's total quota be?

Source: Nova Scotia Department of Advanced Education and Job Training.


I DON'T LIKE IT
(MATHS)
EAT, SON, IT'S FOR YOUR OWN GOOD!

Source: Reprinted from Danger School, IDAC Document with permission of Institute of Cultural Action, Geneva Switzerland.

Session 11

Overheads and Handouts

TUTOR TRAINING - REVIEW

What three cueing systems do fluent readers use?

What steps do fluent writers follow (writing process)?

What should you do before, during and after any activity?

How would you do a reading assessment? What materials or activities would you use and what would you look for?

How might you do a writing assessment? What materials or activities would you use and what would you look for?

What makes for a good learning experience?

What makes for a bad learning experience?

What are the three things that impact on learning?

What are some of the obstacles or barriers to people attending upgrading programs?

What are some of the motivating factors for people to attend upgrading programs?

How can you find out what people want or need to know?

What is language experience? What activities can be developed from language experience stories for A or B level learners? for C and D level?

What can brainstorming be used for?

How is a personal dictionary useful? What kinds of things could be put in a personal dictionary?

What activities might you use to develop comprehension?

How long should a mini-lesson be? What kind of things should be dealt with in mini-lessons?

What kinds of things might you do to encourage writing (materials, activities)?

What things should be considered in teaching math?

What materials or examples might you use to illustrate fractions? Re-grouping? Per cent? Decimals?

When I'm selecting materials for my student, I should consider . . . .

If progress isn't being made, what should you check?

In dealing with learning blocks, what questions should the tutor encourage the learner to ask himself/herself?

What is the difference between choral reading and assisted reading?

Advanced Education and Job Training
Tutor/Instructor Certificate Training Program

Final Evaluation

Overall I found this course to be

When this course is offered again, I would repeat

When this course is offered again, I would change

I benefitted from this course because

I found the practicum assignments to be

The session(s) I liked the most (why)

The session(s) I liked the least (why)

I found the handbook to be

I found the activities section to be

The presenters/presentations were

If I am asked to teach adults now

I would like to know more about

Other comments and recommendations